ACE Esperanza

Renewal Charter Petition

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

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

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Grow • Everyone • Every Day

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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 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,

_____ _____

Greg Lippman Date
Executive Director

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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)]

- 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]
    - 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]

- 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.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- 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

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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 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:

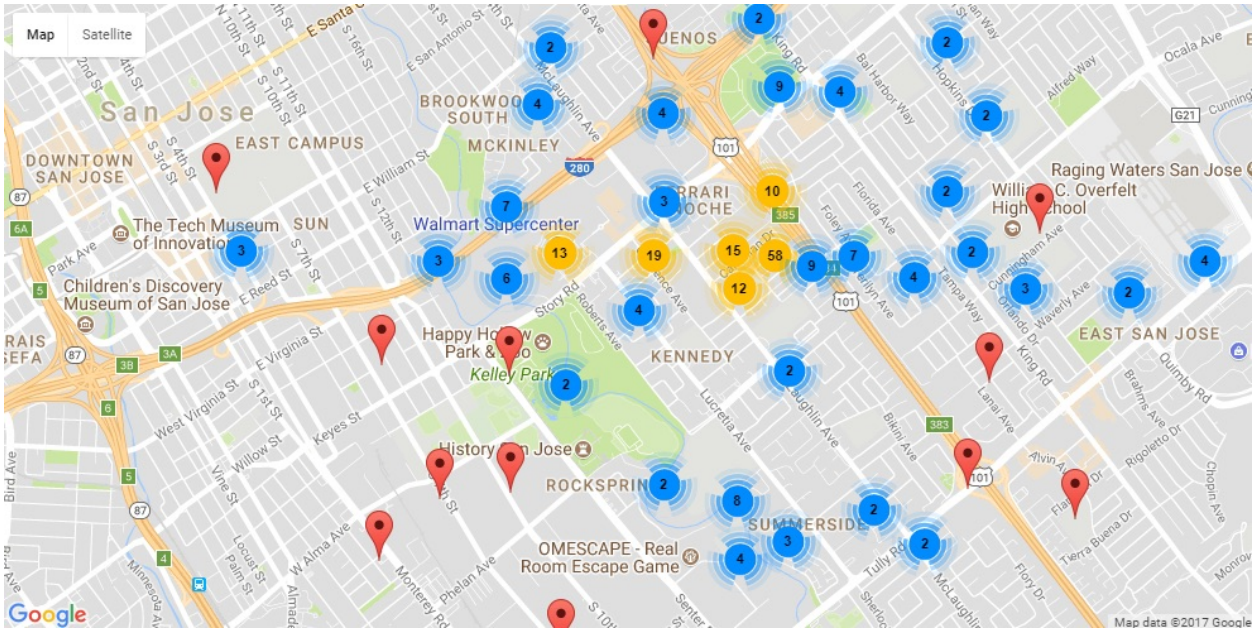
- Methods for identifying the comparison school and comparative student population

- 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.

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			
	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 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.

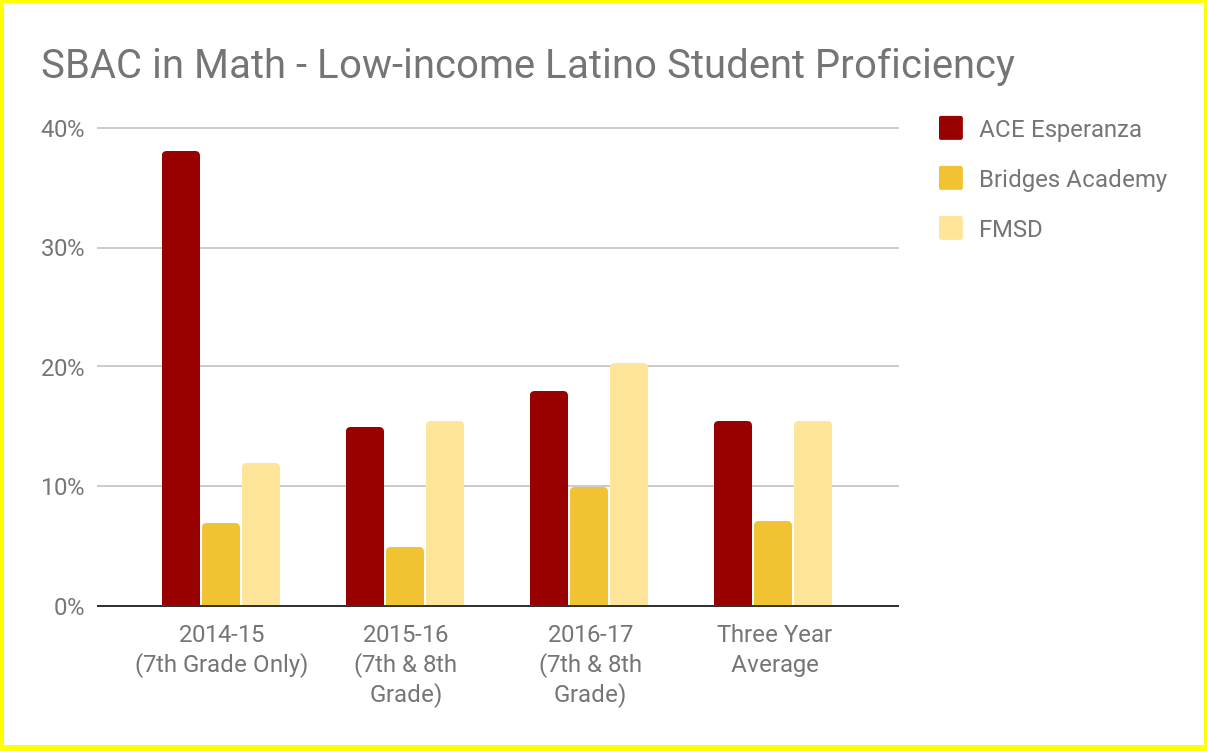
California Assessment of Student Progress and Proficiency (CAASPP)

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.

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.

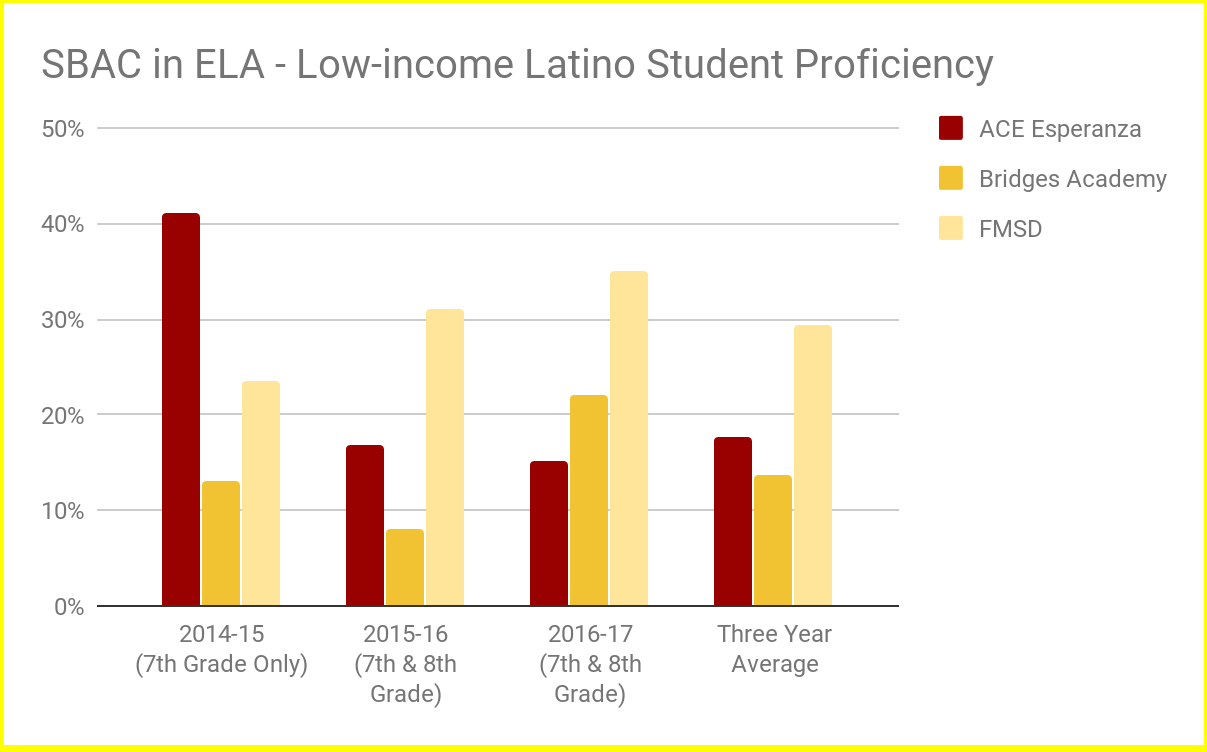
Figure ES.5 - SBAC in Math



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

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



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**.

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**.

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
- Suyen Jimenez, Assistant Principal
- Michelle Williams, Assistant Principal

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 redlined version of the original charter petition on flash drive.
- A final revised charter petition incorporating all redline changes 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 Assessment	• Added Introduction and Assurances • 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 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
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

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ELEMENT A - EDUCATIONAL PROGRAM

Governing Law: 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") 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 Charter School is a 5th - 8th grade middle school that will enroll approximately 325-400 students when at full capacity, and that seeks to serve students who are traditionally under-represented in college. The common goal for all students is that they will develop the skills, knowledge, and work ethic to thrive in a rigorous college-prep high school curriculum and then choose to attend college.

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

The Charter School will be a college-prep middle school serving all students who wish to attend subject only to capacity. The Charter School 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 actively recruits and focuses its educational programming on ensuring that all students - and especially students who have been traditionally underserved 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 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

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 records 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.

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 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 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. 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 not enough to ensure that the school's graduates will thrive in college and beyond; the school programming and culture also focus on non-academic skills and qualities, helping students develop the habits, attitudes, and work ethic necessary to sustain success as an educated person. 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

The educational philosophy of the Charter School 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
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**
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 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
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.

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, 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 accomplishments of peers	• 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

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

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.

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.
- 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

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

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.[1]

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

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

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.[2] Group and individual student interventions and coursework, coupled 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

[2] 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.

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.
    - 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.
    - 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.
    - Models the math. The teacher makes the mathematics of the lesson explicit by using explanations, representations, and/or examples.
    - Gives grade-level problems and practice. The teacher provides opportunities for students to work with and practice grade-level problems and exercises.

    - Promotes flexible thinking. The teacher strengthens all students' understanding of the content by sharing a variety of students' representations and solution methods.
    - Checks for understanding. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.
    - 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.
    - 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.
    - 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.
    - 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.
    - 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.
    - 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

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.

CURRICULUM AND INSTRUCTION

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 is a fully inclusive curriculum that puts all students on track to academic success. The school's curricular framework is developed for 5th - 8th grade with the explicit goal 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, 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[3]
- 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

[3] 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.

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.

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.

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.[4] 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.

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

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 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
- 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.

<u>Differentiation</u>

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, 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.

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.

<u>Physical Education and Health</u>

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.

<u>Civics</u>

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.

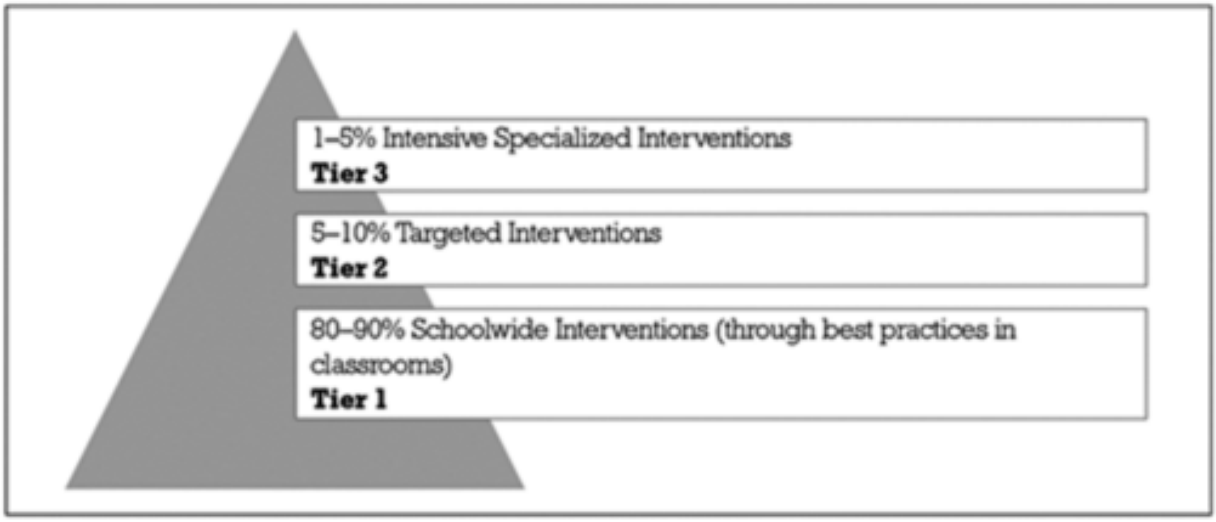
Response to Intervention

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



Tier	How It Works	Students	Possible Interventions
Tier 1	• High quality core curriculum and instruction	All	• Close reading in ELA as a support to understand grade-level texts.

	• Universal screening • Individual teacher problem solving • Student progress monitoring • Identify Tier 2 students 6-8 weeks into school		• 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 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”.	<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

	• Assistant principal or teacher leader is the facilitator, and holds teachers accountable		• 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.

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 ELs 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.[5] 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

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

[5] 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.

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.

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 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.
- 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**.[6] 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.

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 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 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 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.

[6] 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.

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 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	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	• TPS- Think, Pair, Share w/ peers • Journal writing

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 communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	W.5.4–5; SL.5.1, 6; L.5.1, 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 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	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,	• Oral presentations • Being the “expert” to teach the class

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 structures to effectively convey ideas	6; L.5.1–3, 6 W.5.4–5; SL.5.4, 6; L.5.1, 3, 5–6	• Learning about synonyms, antonyms
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	SL.6.1, 6; L.6.3, 6 W.6.6; WHST.6.6;	• TPS- Think, Pair, Share w/ peers

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 communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	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	• Journal writing • 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.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	SL.6.4–6; L.6.1, 3 W.6.1–10; WHST.6.1–2, 4–10; L.6.1–6	• Oral presentations • Being the “expert” to teach the class

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 structures to effectively convey ideas	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	• Learning about synonyms, antonyms
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 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)	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
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,	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

entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area		
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 resources to effectively convey ideas	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
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 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)	SL.8.1, 6; L.8.3, 6 W.8.6; WHST.8.6; SL.8.2; L.8.3, 6 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	• TPS- Think, Pair, Share w/ peers • Journal writing • 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	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

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		
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 other language resources to effectively convey ideas	SL.8.4–6; L.8.1, 3 W.8.1–10; WHST.8.1–2, 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	• Oral presentations • Being the "expert" to 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	W.8.1–5; WHST.8.1–2, 4–5; SL.8. 4, 6; L.8.1,	• Making connections while reading

1. Connecting ideas 2. Condensing ideas	3–6 W.8.1–5; WHST.8.1–2, 4–5; SL.8.4, 6; L.8.1, 3–6	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

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

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.

In addition to student level data, the evaluation for the program effectiveness for students who are ELs in the Charter School will include:

- Adhering 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.

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. **Figure A-10** summarizes the differentiation strategies implemented across the academic program:

Figure A-10 Differentiation Strategies

Course/Activity	Differentiation Strategies
English-Language Arts/ History-Social Science	• Flexible grouping • Differentiated mini lessons and tiered assignments in small 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 • 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 • Flexible groupings 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 Charter School 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.

Low-achieving students will be identified on the basis of SBAC 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 on the SBAC

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

Students identified as low achieving will participate in the Response to Intervention (RTI) process, and will be scheduled for individualized learning supports within the core classroom instruction, as well as the Intervention block.

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.

Differentiated Supports

Students receive individual guided practice and remedial coaching through work with core classroom teachers, after school tutors, as well as computer-based learning. All supports are explicitly designed to respond to student achievement data and target student areas of difficulty. Students are also 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 interventions after each 6 - 8 week data cycle. After compiling benchmark data results, school staff:

- Areas of need are identified
- Students 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 block
- Course curriculum is designed to meet individual student need and shared acrossteaching staff, allowing 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; if the student does not demonstrate mastery of content standards assessed, data is re-analyzed to determine appropriate next steps for intervention

Third-Party After-School Programming

The Charter School also partners with an extended day program provider 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 Charter 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 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
- 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 in History, 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.

STUDENTS WITH SPECIAL NEEDS

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 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

The Charter School intends to continue operating 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.

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.

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.

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 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.

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 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.

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.

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:

- 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.

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	This work is aligned to 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	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 ● 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	This work is aligned to the following State Priorities: 3. Parental Involvement 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 (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, the Charter School has set 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	● Provide ongoing professional development for teachers in	This work is aligned to the following

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	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	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 ● Less than 10% chronic truancy rate ● 90% or more of students are confident they will be	● Provide ongoing professional development for teachers in strategies and practices that promote an optimistic mindset and college-ready behaviors ● Develop and implement ongoing family learning opportunities and events that engage families in the school community ● Foster an optimistic mindset and	This work is aligned to the following State Priorities: 3. Parental Involvement 5. Student Engagement 6. School Climate 8. Student Outcomes

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	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	
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 implementation of standards-aligned and data-informed curriculum, via an Academic Coach for every teacher	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

	• 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	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.		
Measures	**Actions**	**Alignment**
The Charter School will make	• Provide ongoing professional	This work is aligned

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	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	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	**Actions**	**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	● Hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions ● Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.	Base Funds 1. Basic Services

	• 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.

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.

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.

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 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
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	Administration, Teachers

	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. 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 (PowerSchool)	• Share progress toward Learning Targets • Build transparency between home and school	Updated Weekly
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.

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 (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

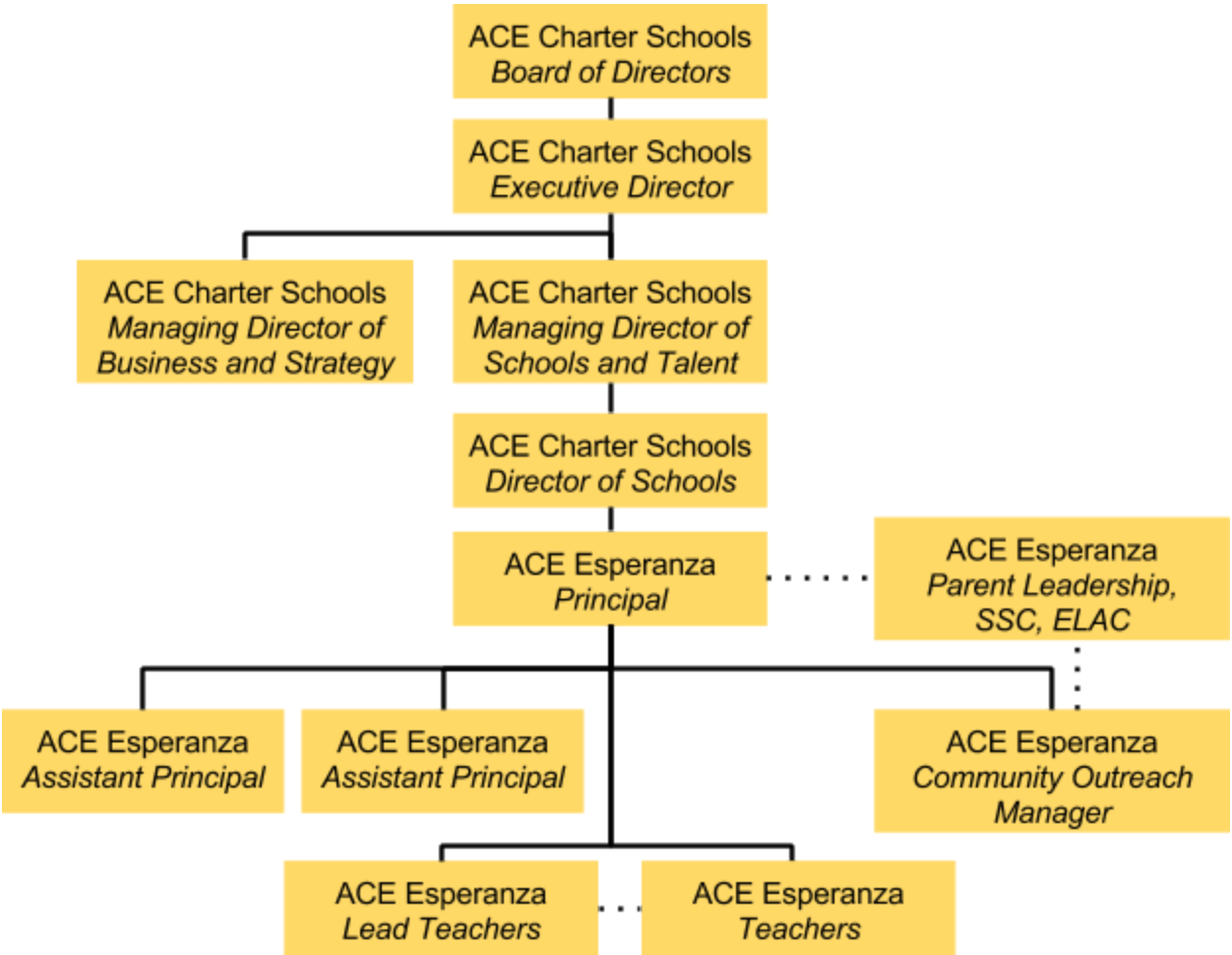
The governance structure of the Charter School has the following components:

- 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 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

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**, please find the Articles of Incorporation, Bylaws, and Conflict of Interest Code 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. In addition, in accordance with Education Code Section 47604(b), the Authorizer 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

Name and Title	Board Position(s)	Term Expiration*
Tania Wilcox Former Board Chair and Executive Director, Breakthrough Silicon Valley	President Executive Committee,	2019

	Development Committee	
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
Gabriel Manjarrez Chief Executive Officer, Mimoni	Development Committee, Fundraising Committee	2019

** Terms expire December 31st on the year listed.*

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 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 Director
- 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**.

- **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.
- **Academic Performance Committee**
  The Academic Performance Committee meets at a minimum quarterly 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 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, 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.**

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.

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
- 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
- Negotiate Memoranda of Understanding and other contracts with charter Authorizer, other community partners

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.
- 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)

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-achieving students to develop the belief that that they can compete in college and the skills and knowledge to do so
- 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
- Recruiting new students and families
- Ensuring a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement

Assistant Principals

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 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
- Monitor student academic progress
- Oversee Special Education and English Language Learner Programs
- 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, ensuring all procedural safeguards are followed as detailed in **Element J** of this charter

Teachers

In addition to their classroom roles, teachers are 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 a rigorous, college-prep academic program and curriculum that meets the needs of the target student population and prepares them to be competitive college applicants and graduates
- 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

Lead Teachers

The Lead Teachers are experienced middle-school teachers. They possess a deep background in literacy development or in mathematics, as well as data analysis skills and the leadership skills necessary to guide the teaching staff in its work of identifying and implementing best practices in the classroom.

ROLE OF FAMILIES IN GOVERNANCE

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.

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.

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ELEMENT E: EMPLOYEE QUALIFICATIONS

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 (the "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 School Site 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 School 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, as detailed below.

A commitment to building a culture of optimism, including:

- Experience working directly with students in an urban school
- Ability to partner with students and families
- 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
- 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

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
- 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 of conversational Spanish strongly preferred
- Educational background to include at least a BA, and preferably an advanced degree and/or credentials in school or business administration

Managing Director of Schools and Talent

Primary job qualifications for the Managing Director of Schools and Talent 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

Primary job qualifications for the Managing Director of Business and Strategy 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
- 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

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
- 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

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

Community Outreach Manager

Primary job qualifications for the Community Outreach Manager include:

- Commitment to and passion for the mission of ACE Charter Schools
- High School Diploma or Equivalent; 6-months experience in a fast paced environment
- Genuine passion for providing outstanding service to external and internal stakeholders
- Dynamic, engaging, professional with a positive attitude with the ability to work with a sense of urgency in a fast-paced environment
- Excellent verbal, written and interpersonal skills with a strong attention to detail and exceptional follow-up and organization abilities
- An ability to exercise critical thinking through ambiguous problems; Strong decision making ability, attention to detail, and ability to prioritize appropriately
- Must have a car and the ability to drive to school sites.
- Computer proficiency with Google Mail, Google Calendar, Word, and Excel.
- Bilingual in Spanish

Office Manager

Primary job qualifications for the Office Manager include:

- 2-3 years of relevant work experience
- Strong written and interpersonal communication skills; ability to interact professionally and diplomatically with faculty, staff, students, and parents
- Excellent organization skills and attention to detail
- Fluent in Spanish, written and spoken.

Teachers

The Charter School shall comply with all applicable 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)).

Education Code Section 47605(l) also states,

> "It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, noncollege preparatory courses."

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. 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 students achieving below grade level and EL students as well as excellent program design and management skills.

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.

<u>The Teaching and Learning Cycle</u>

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

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 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.

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 and 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, and 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 in 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 of Staff as 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 and Harassment Policies And Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon 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.

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ELEMENT G - RACIAL AND ETHNIC BALANCE

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 (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 Franklin-McKinley School District ("the district").

RECRUITMENT STRATEGY

The Charter School's recruitment process is 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.

The Charter School has 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 a series of public outreach events, mailers, and other activities during 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 and all recruitment activities 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.

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

Governing Law: Admission requirements, if applicable. California Education Code Section 47605(b)(5)(H).

ASSURANCES

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.

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:

1. Students currently enrolled at the Charter School
2. Siblings of current Charter School students
3. District resident students
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, 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.

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. 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.

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ELEMENT I - FINANCIAL AUDITS

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 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 Finance 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.

The annual audit will be completed and 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 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 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

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 Esperanza (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.

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.
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.
    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.
    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.

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 expulsion for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force 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. Knowingly received stolen school property or private property.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q. Made 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.

r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s. Caused, attempted to cause, 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.

t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, 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.

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

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

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 expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the 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, onto 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.

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 Administrative Panel 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 pupil 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 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 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 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 presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity 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 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 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 decision 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
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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. The student's name
2. 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.

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

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 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 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 Team.

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.

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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.

ELEMENT 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.

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ELEMENT M - EMPLOYEE RETURN RIGHTS

Governing Law: A description of the 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).

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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.

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ELEMENT O - SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. California Education Code Section 47605(b)(5)(O)

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 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 School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

MANAGEMENT OF STUDENT AND STAFF RECORDS

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which 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.

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.

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MISCELLANEOUS CHARTER ELEMENTS

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided." California Education Code Section 47605(g).

The 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.

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 shall 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**, please find the following documents:

- Five-year budget and cash flow
- Annotated Budget Assumptions

These documents are based upon the best data available to the Charter School 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.
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 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. The 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-/VII", 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.
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(g)

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 400 students when fully enrolled. 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. The Charter School will require space for a computer lab, as well as specialized classrooms for Science, Art and other electives.

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.

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Appendix 1

School Day and Year

2017-18 School Calendar

2017-18 School Day

ACE Esperanza

2017-2018 School Calendar

July 2017

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	SD	SD	SD	SD	SD	29
30	SD					

FULL	PART	SAT	SCH	PD	WK
0	0	0	0	6	6

August 2017

Su	M	Tu	W	Th	F	Sa
		SD	SD	SD	SD	5
6	SD	SD	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FULL	PART	SAT	SCH	PD	WK
14	3	0	17	6	23

September 2017

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

FULL	PART	SAT	SCH	PD	WK
15	5	0	20	0	20

October 2017

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	SD	21
22	23	24	25	26	27	28
29	30	31				

FULL	PART	SAT	SCH	PD	WK
18	2	0	20	1	21

November 2017

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

FULL	PART	SAT	SCH	PD	WK
14	2	0	16	0	16

December 2017

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	SD	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FULL	PART	SAT	SCH	PD	WK
4	6	0	10	1	11

January 2018

Su	M	Tu	W	Th	F	Sa
	1	2	SD	SD	SD	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FULL	PART	SAT	SCH	PD	WK
14	3	0	17	3	20

February 2018

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

FULL	PART	SAT	SCH	PD	WK
14	4	0	18	0	18

March 2018

Su	M	Tu	W	Th	F	Sa
				1	SD	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FULL	PART	SAT	SCH	PD	WK
17	3	0	20	1	21

April 2018

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	SD	28
29	30					

FULL	PART	SAT	SCH	PD	WK
13	2	0	15	1	16

May 2018

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

FULL	PART	SAT	SCH	PD	WK
18	3	0	21	0	21

June 2018

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

FULL	PART	SAT	SCH	PD	WK
0	6	0	6	0	6

School Closed

Minimum Day

SD Staff Development (no school for students)

Report Cards

First and Last Day of School

Full Days	141
Minumum Days	39
Total School Days	**180**
Saturday School	**0**
PD Days	**19**
TOTAL work days	**199**

6/19/201710:13 PM

Monday, Tuesday, Wednesday, Friday

	5A Slugs	5B Badgers	6A Pioneers	6B Explorer Lions	6C Gators
8:15 - 9:15	Enrichment Coding	Enrichment PE/Health	Math Cabrera	ELA Crosby	Science Carroll
9:15 - 9:25	Break	Break	Break	Break	Break
9:28 - 10:28	Math/Science H	ELA Rice	ELA Crosby	Science Carroll	Math Cabrera
10:31 - 11:31	ELA Rice	Math/Science H	Science Carroll	Math Cabrera	ELA Crosby
11:34 - 12:04	Lunch	Lunch	Lunch	Lunch	Lunch
12:07 - 1:07	Humanities H	Humanities Rice	Intervention Cabrera	Intervention Crosby	Intervention Carroll
1:07 - 1:37	Reading Block	Reading Block	Reading Block	Reading Block	Reading Block
1:40 - 2:40	Intervention H	Intervention Rice	Enrichment Coding	Enrichment PE/Health	Enrichment Civics
2:40 - 3:15	Homework	Homework	Homework	Homework	Homework

	7A Broncos	7B Bears	7C Spartans	8A Aztecs	8B Warriors	8C Beavers
8:15 - 9:15	Math Alcala	ELA Saenz	Science Castillo	Math Sahagun	ELA Klein	Science Felvinczi
9:18 - 10:18	Enrichment Coding	Enrichment PE/Health	Enrichment Civics	ELA Klein	Science Felvinczi	Math Sahagun
10:18 - 10:28	Break	Break	Break	Break	Break	Break
10:31 - 11:31	ELA Saenz	Science Castillo	Math Alcala	Science Felvinczi	Math Sahagun	ELA Klein
11:34 - 12:34	Science Castillo	Math Alcala	ELA Saenz	Enrichment Coding	Enrichment PE/Health	Enrichment Civics
12:37 - 1:07	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:07 - 1:37	Reading Block	Reading Block	Reading Block	Reading Block	Reading Block	Reading Block
1:40 - 2:40	Intervention Alcala	Intervention Saenz	Intervention Castillo	Intervention Sahagun	Intervention Klein	Intervention Felvinczi
2:40 - 3:15	Homework	Homework	Homework	Homework	Homework	Homework

Thursday (minimum day)

	5A Slugs	5B Badgers	6A Pioneers	6B Explorer Lions	6C Gators
8:15 - 8:30	Outdoor Launch / Cheers				
8:30 - 9:00	Launch Broadcast				
9:00 - 9:30	Advisory				
9:30 - 9:42	Break				
9:45 - 10:27	Math/Science H	ELA Rice	Math Cabrera	ELA Crosby	Science Carroll
10:30 - 11:12	ELA Rice	Math/Science H	ELA Crosby	Science Carroll	Math Cabrera
11:12 - 11:42	Lunch				
11:45 - 12:29	Enrichment Coding	Enrichment PE/Health	Science Carroll	Math Cabrera	ELA Crosby
12:32 - 1:15	Humanities H	Humanities Rice	Enrichment Coding	Enrichment PE/Health	Enrichment Civics
	No homework time				
1:30 - 2:30	Staff Meeting				
2:30 - 4:30	Planning Time				

	7A Broncos	7B Bears	7C Spartans	8A Aztecs	8B Warriors	8C Beavers
8:15 - 8:30	Outdoor Launch / Cheers					
8:30 - 9:00	Launch Broadcast					
9:00 - 9:25	Advisory					
9:28 - 10:12	Enrichment Coding	Enrichment PE/Health	Enrichment Civics	Math Sahagun	ELA Klein	Science Felvinczi
10:12 - 10:22	Break					
10:25 - 11:09	Science Castillo	Math Alcala	ELA Saenz	Enrichment Coding	Enrichment PE/Health	Enrichment Civics
11:12 - 11:56	ELA Saenz	Science Castillo	Math Alcala	ELA Klein	Science Felvinczi	Math Sahagun
11:56 - 12:26	Lunch					
12:29 - 1:15	Math Alcala	ELA Saenz	Science Castillo	Science Felvinczi	Math Sahagun	ELA Klein
	No homework time					
1:30 - 2:30	Staff Meeting					
2:30 - 4:30	Planning Time					

Appendix 2

Professional Development

ACE Esperanza - Summer PD Schedule

ACE - Year PD Planner

School Leader - Culture Calendar Professional Development

ACE Esperanza Summer PD Schedule

	Monday, July 27		Tuesday, July 28		Wednesday, July 29		Thursday, July 30	Friday, July 31
Location	Start @ City Diner							
Time	Math	Everyone else	Math	Everyone else	Math	Everyone else	All Staff	Everyone
8:00-8:15	**Breakfast at City Diner at 8am 2951 Monterey Road**						Optional Breakfast- Lady of Guadalupe	
8:15-8:30								
8:30-8:45								
8:45-9:00								
9:00-9:15			Culture Lessons Which lessons, pick LP's to edit		Culture Lesson Work Time		ACE Summit	Curriculum and Planning Time
9:15-9:30								
9:30-9:45	Travel to our school- 1665 Santee Drive							
9:45-10:00	Welcome to School Tour of neighborhood Debrief and Vision/Overview of ACE Charter Middle School		**100%, Strong Voice, Be Seen Looking** **Film Cesar here**					
10:00-10:15								
10:15-10:30								
10:30-10:45	Get computers Tour the school Set up classes (from the cleaning)				Reviewing Culture Lesson Edits			
10:45-11:00								
11:00-11:15								
11:15-11:30								
11:30-11:45								
11:45-12:00	Lunch and Break		Lunch and Break		Lunch and Break			Lunch and Break
12:00-12:15								
12:15-12:30								
12:30-12:45								
12:45-1:00	Jesse: Math PD (SAS and Cycle Overviews) Jarrett Ana Michelle Erin Andrea	ELA- Cesar/Marcela: CRC 1, 2 (SAS and Long Term Planning) with/Joan Science- with TFA Art- Ordering Materials with Cintia	Jesse: Math PD (SAS and Cycle Overviews) Jarrett Ana Michelle Erin	ELA- Cesar/Marcela: CRC 1, 2 (SAS and Long Term Planning) Science- with TFA Art- Ordering Materials with Cintia	CRC 5, 8 Jesse: Math PD (Engage NYLesson Planning)	Cesar/Marcela: CRC 1, 2 (SAS and Long Term Planning) Science- with TFA Art- Set up		Curriculum & Planning Time
1:00-1:15								
1:15-1:30								
1:30-1:45								
1:45-2:00								
2:00-2:15								
2:15-2:30								
2:30-2:45								
2:45-3:00								
3:00-3:15								
3:15-3:30								
3:30-3:45								
3:45-4:00								
	Orlando Espino (Science) at TFA Science training in SF		Orlando Espino (Science) at TFA Science training in SF		Orlando Espino (Science) at TFA Science training in SF		Orlando Espino (Science) at TFA Science training in SF	Orlando Espino (Science) at TFA Science training in SF

ACE Esperanza Summer PD Schedule

	Monday, August 3		Tuesday, August 4		Wednesday, August 5		Thursday, August 6		Friday, August 7	
Time	**Incoming Staff**	**Returning Staff**	**Incoming Staff**	**Returning Staff**	**Incoming Staff**	**Returning Staff**	**Incoming Staff**	**Returning Staff**	**Incoming Staff**	**Returning Staff**
8:00-8:15	Work Time	ACE Inspire opening day support	Work Time	Curriculum Work Time and Coaching 1:1	Work Time	Curriculum Work Time and Coaching 1:1	Student Engagement System Kickboard	Work Time	De-Escalation /Classroom RPG/Master Schedule	Work Time
8:15-8:30										
8:30-8:45	Write Tools		Write Tools		Write Tools			Write Tools		Write Tools
8:45-9:00										
9:00-9:15		Student Engagement System Kickboard								
9:15-9:30										
9:30-9:45										
9:45-10:00										
10:00-10:15				Break		Break				
10:15-10:30										
10:30-10:45				Curriculum Work Time and Coaching 1:1		**De-Escalation Film Cesar/Jarrett**			Curriculum Work Time and Coaching 1:1	
10:45-11:00										
11:00-11:15										
11:15-11:30										
11:30-11:45										
11:45-12:00										
12:00-12:15										
12:15-12:30										
12:30-12:45		Lunch/Break		Lunch/Break		Lunch/Break	Lunch/Break		Lunch/Break	
12:45-1:00										
1:00-1:15										
1:15-1:30		Curriculum Work Time and Coaching 1:1		Curriculum Work Time and Coaching 1:1		Curriculum Work Time and Coaching 1:1 Math people- 2-3:30 Dreambox PD For Jarrett, Erin, Michelle, Ana and Dung	**De-Escalation Film Cesar/Jarrett**		Curriculum Work Time and Coaching 1:1	
1:30-1:45										
1:45-2:00										
2:00-2:15										
2:15-2:30										
2:30-2:45										
2:45-3:00										
3:00-3:15										
3:15-3:30										
3:30-3:45	Work Time		Work Time		Work Time			Work Time		Work Time
3:45-4:00										

ACE Esperanza Summer PD Schedule

Time	Monday, August 10	Tuesday, August 11	Wednesday, August 12	Thursday, August 13	Friday, August 14
8:00-8:15	Model, Debreif, Practice: Threshold, Do Now, 100%, Strong Voice, Be Seen Looking Issuing and responding to Merits, Demerits and Detentions @ ACE Inspire	**Marty Krovetz School Ketterman: What color is your temperament- a screening inventory for Self-Discovery & Team building. Then, relate this work to our school culture from last year/model for this year. Lunch Establishing a growth mindset: expecting all students to use their minds and hearts well.**	Culture lesson share out Review revised Master schedule	First Day Walk Through Orientation Training & Prep	Teacher Work Time and Classroom Set Up
8:15-8:30					
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15				Teacher Work Time	
10:15-10:30					
10:30-10:45					
10:45-11:00					
11:00-11:15					
11:15-11:30					
11:30-11:45					
11:45-12:00					
12:00-12:15	Lunch and Break				
12:15-12:30					
12:30-12:45					
12:45-1:00					
1:00-1:15	Community Building		Teacher Work Time and Classroom Set Up		
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					
3:15-3:30					
3:30-3:45					
3:45-4:00					
			Andrea & Joan at SpED training	Andrea & Joan at SpED training	
6:00-8:00				Student and Parent Orientation	

CYCLE 1 Priorities and Focus: Strong Start, 100%, Alignment to Cycle 1 Overview, Holding an Effective Data Day							
End of Cycle Vision for Success							
Week of	Calendar Notes	Meeting with Coach or Other Principal Support	School Lead Team	Staff PD	Department Meetings	1:1s with Teachers	Instructional Rounds/Classroom Observations
3-Aug							
10-Aug							
17-Aug							
24-Aug				ANet Cycle 2 Overview Planning (ACE Inspire)			
31-Aug	Tentative: ANet Coach Visit to MS			ANet Cycle 2 Overview Planning (middle schools)			
7-Sep	09/07--Labor Day						
14-Sep	Write Tools Visit HS 9/14 and 9/15			Growth Cycle Overview for School Staff			
21-Sep	Write Tools Visits Inspire and CAA 9/21-9/24						
28-Sep	Other MS ANet 1 Admnistration						
5-Oct	Write Tools Visit Empower 10/07 and 10/08 10/09 ANet Data Day A1 (MS) Jesse Robinson in Town						
12-Oct	Write Tools Visit HS 10/12 and 10/13						
19-Oct							
26-Oct	Growth Cycle 1 Write Tools Visits Inspire and CAA 10/26-10/29						
2-Nov	Growth Cycle 1			ANet Cycle 3 Overview Planning (all middle schools)			
9-Nov	11/11--Veteran's Day			School Site Growth Cycle PD with Staff			
16-Nov						Finalize Action Plan for Growth Cycle	
23-Nov							
30-Nov	ANet 2 Administration (MS)						
7-Dec	Math Conference Write Tools Visit Empower 12/10 and 12/11						
14-Dec	12/18 ANet Data Day A2 (MS)						
21-Dec							
28-Dec							
4-Jan				ANet Cycle 4 Overview Planning (all middle schools)			
11-Jan	Growth Cycle 2						
18-Jan	Growth Cycle 2						
25-Jan	Write Tools Visits Inspire and CAA 1/25-1/28			School Site Growth Cycle PD with Staff			
1-Feb	ANet 3 Administration (MS) Write Tools Visit Empower 2/4 and 2/5					Finalize Action Plan for Growth Cycle	
8-Feb	2/12 ANet Data Day A3 (MS)						
15-Feb							
22-Feb							
29-Feb	Write Tools Visits Inspire and CAA 2/29-3/3			SBAC Overview Planning (all middle schools)			
7-Mar	03/11--School Closed						
14-Mar							
21-Mar	Write Tools Visit Empower 3/23 and 3/24						
28-Mar	Anet 4 Administration (MS)						
4-Apr	04/01-- School Closed 4/08 ANet Data Day A4 (MS)						
11-Apr							
18-Apr				End of Year Overview Planning (all middle schools)			
25-Apr							
2-May	Growth Cycle 3						
9-May	Growth Cycle 3						
16-May				School Site Growth Cycle PD with Staff			
23-May						Finalize Action Plan for Growth Cycle	
30-May	05/30--School Closed						
6-Jun	06/09--Last Day of School						

Appendix 3

Stakeholder Engagement

ACE Family Engagement

ACE Esperanza Parent Leadership Agendas

What	Purpose	Example(s)	Who Leads
Coffee with the Principal	Informal gathering where parents build relationships with School Leaders, by sharing stories or airing concerns.	• Parents might come because they concerned about the traffic in the AM. • Parents may come because the want to get to know the Principal better.	Parents and/or Principal
Community Meetings/ Parent Workshops/ Movie Night/ Open House/ Etc.	Whole school community building. Opportunities for parent education and support.	• Exhibition Night, where students takes risks and share their work. • Parent Workshop to provide information, training or resources based on need.	Principal/SLs
Parent Leadership Meetings	Parents are partners in decision-making, and collaborate with SLs to help determine better ways to achieve goals that affect their children.	• Parents respond to Growth Cycle data, and help find solutions to transform school. • Parents understand and respond to different parts of the Strategic Plan. • In depth discussions on issues brought up at Coffee with the Principal. • LCAP	PLs w/ SL support Manager of Community Engagement will support (Semester 1)
Concilio	Two members of each local PL group will commit to represent their school at the Concilio level.	• Network-level concerns are brought up here. • Parents are trained on core Leadership skills. • Parents are trained for public advocacy and organizing.	Manager of Community Engagement
Parent Board Members	Parent voice at the board level.	• Parents attend board meetings, and are included in decision-making.	Manager of Community Engagement

Que	Proposito	Ejemplo(s)	Quien Dirije
Café con el director/a	Reunión informal donde padres forman relaciones con el director/a, comparten sus historias o sus preocupaciones he inquietudes.	• Padres pueden venir aquí si tienen inquietudes sobre el tráfico por las mañanas. • Padres pueden venir si quieren conocer al director/a mejor.	Padres y/o Director/a
Juntas Comunitarias/ Talleres de Padres/ Noche de Película/ Ext.	Creando comunidad entre toda la escuela. Oportunidades educacionales o apoyo para padres.	• Noche de exhibiciones, donde los estudiantes toman riesgos y comparten sus trabajos. • Talleres de Padres para proveer información, entrenar o recursos basados en la necesidad de familias.	Líderes o personal de la escuela
Reunión del Liderazgo de Padres	Los Padres son socios en decisiones y colaboran con los líderes para ayudar a determinar mejores maneras para cumplir metas que afectan a su hijo(a).	• Padres responden a los datos del Ciclo de Crecimiento y ayudan con soluciones para transformar la escuela. • Padres entienden y responden a diferentes partes del Plan Estratégico. • Encontrar soluciones traídos del Cafecito. • LCAP	PLs w/ SL support Manager of Community Engagement will support (Semester 1)
Concilio	Dos miembros de cada escuela se comprometerán a representar su escuela a un nivel Concilio.	• Preocupaciones a nivel red escolar serán traídos aquí. • Los Padres son entrenados en habilidades fundamentales de liderazgo. • Los Padres están capacitados para la defensa pública y para organizar.	Manager of Community Engagement
Padres en la Mesa Directiva	Voz de Padres a nivel mesa directiva.	• Los Padres asisten a las reuniones de la Mesa Directiva, y se incluyen en la toma de decisiones.	Manager of Community Engagement

Franklin McKinley Parent Leadership Meeting: Monday, November 23rd @ 5:30

ACE Mission: Grow, Everyone, Every Day
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.

Misión de ACE: Crecer, Cada Persona, Cada Día
ACE trabaja con familias y comunidades en áreas de gran necesidad para crear y sostener secundarias y preparatorias donde los estudiantes quienes han sido dejados atrás por el sistema de escuelas tradicionales, crecen a estar listos, para cuando dejen la preparatoria, de escoger y graduarse de una universidad de cuatro años.

Time Keeper / *Tomar Tiempo*: _____

Note Taker / *Tomar Notas*: _____

Time		
5:30	• **Registration / Registración** • **Welcome & Introductions / *Bienvenida y Presentaciones*** • **Purpose / *Propósito***	Solorio
5:40	• **Activity / *Actividad***	Ramos
5:50	• **Mission Statement / *Misión***	Parent
5:55	• **Reports / *Reportes*** Principal's Report / *Reporte del Director*	Torrico
6:10	• **Topic / *Tema*** Growth Cycle / *Ciclo de Crecimiento* (Results and Action Plan / *Resultados y Plan de Acción*)	Torrico Ramos
6:35	• **Next Steps / *Próximos Pasos***	Ramos
6:40	• **Evaluation / *Evaluación***	Ramos
6:45	• **Calendar / *Calendario*** Wednesday, December 2nd: Parent Workshop @ 8:30am Thursday, December 10th: Coffee with the Principal @ 8:30am Wednesday, December 16th: Awards Night/Kermes (5:30 – 7:00 pm) • **Next Parent Leadership Meeting / *Próxima Reunión de Padres Lideres*** Monday, December 14th @ 5:30pm	Solorio

Notes / *Notas*:

_____

_____

_____

_____

_____

_____

_____

Grow • Everyone • Every Day / Crecer • Cada Persona • Cada Dia

Franklin McKinley Parent Leadership Meeting: Thursday, January 21st @ 5:30

ACE Mission: Grow, Everyone, Every Day
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.

Misión de ACE: Crecer, Cada Persona, Cada Día
ACE trabaja con familias y comunidades en áreas de gran necesidad para crear y sostener secundarias y preparatorias donde los estudiantes quienes han sido dejados atrás por el sistema de escuelas tradicionales, crecen a estar listos, para cuando dejen la preparatoria, de escoger y graduarse de una universidad de cuatro años.

Time Keeper / *Tomar Tiempo*: _____

Note Taker / *Tomar Notas*: _____

Time		
5:30	• **Registration / Registración** • **Welcome & Introductions / *Bienvenida y Presentaciones*** • **Purpose / *Propósito***	Solorio
5:40	• **Activity / *Actividad***	Ramos
5:50	• **Mission Statement / *Misión***	Parent
5:55	• **Reports / *Reportes*** School Leader Report / *Reporte de los Directores*	Solorio
6:00	• **Topic / *Tema*** 1. Family Link / ACE Conexión Familiar 2. Recruitment / Reclutamiento	Gill Solorio
6:35	• **Next Steps / *Próximos Pasos***	Ramos
6:40	• **Evaluation / *Evaluación***	Ramos
6:45	• **Calendar / *Calendario*** Friday, January 22nd: Bellarmine College-Prep Science Night (7th & 8th) Friday, January 29th: Parent Workshop @ 8:30am Thursday, February 11th: Coffee with the Principal @ 8:30am Thursday, February 11th: NWEA Awards @ 5:30pm Friday, February 26th: Parent Workshop @ 8:30am • **Next Parent Leadership Meeting / *Próxima Reunión de Padres Lideres*** Thursday, February 25th @ 5:30pm	Solorio

Notes / *Notas*:

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Grow • Everyone • Every Day / Crecer • Cada Persona • Cada Dia

Franklin McKinley Parent Leadership Meeting: Thursday, February 25th @ 5:30

ACE Mission: Grow, Everyone, Every Day
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.

Misión de ACE: Crecer, Cada Persona, Cada Día
ACE trabaja con familias y comunidades en áreas de gran necesidad para crear y sostener secundarias y preparatorias donde los estudiantes quienes han sido dejados atrás por el sistema de escuelas tradicionales, crecen a estar listos, para cuando dejen la preparatoria, de escoger y graduarse de una universidad de cuatro años.

Time Keeper / *Tomar Tiempo*: _____

Note Taker / *Tomar Notas*: _____

Time		
5:30	• **Registration / Registración** • **Welcome & Introductions / *Bienvenida y Presentaciones*** • **Purpose / *Propósito***	Solorio
5:40	• **Mission Statement / *Misión***	Parent
5:50	• **Reports / *Reportes*** School Leader Report / *Reporte de los Directores*	Solorio
5:55	• **Reflection / *Reflexión***	Ramos
6:00	• **Topic / *Tema*** 1. Power / *Poder* 2. LCAP / *LCAP* 3. Cascade / *La Cascada*	Ramos Bravo
6:35	• **Next Steps / *Próximos Pasos***	Ramos
6:40	• **Evaluation / *Evaluación***	Ramos
6:45	• **Calendar / *Calendario*** Friday, March 4th: Parent Workshop @ 8:30am Thursday, March 10th: Coffee with the Principal @ 8:30am Friday, March 18th: NWEA Breakfast @ 9:00am • **Next Parent Leadership Meeting / *Próxima Reunión de Padres Lideres*** Thursday, March 24th @ 5:30pm	Solorio

Notes / *Notas*:

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Grow • Everyone • Every Day / Crecer • Cada Persona • Cada Dia

Franklin McKinley Parent Leadership Meeting: Thursday, March 24th @ 8:30

ACE Mission: Grow, Everyone, Every Day
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.

Misión de ACE: Crecer, Cada Persona, Cada Día
ACE trabaja con familias y comunidades en áreas de gran necesidad para crear y sostener secundarias y preparatorias donde los estudiantes quienes han sido dejados atrás por el sistema de escuelas tradicionales, crecen a estar listos, para cuando dejen la preparatoria, de escoger y graduarse de una universidad de cuatro años.

Time Keeper / *Tomar Tiempo*: _____

Note Taker / *Tomar Notas*: _____

Time		
8:30	• **Registration / Registración** • **Welcome & Introductions / *Bienvenida y Presentaciones*** • **Purpose / *Propósito***	Ramos
8:35	• **Mission Statement / *Misión***	Parent
8:40	• **Topic / Tema** 1. Budget Training / *Presupuesto* 2. LCAP Progress Data / *LCAP, Datos de Progreso* 3. Feedback Groups / *Grupos*	Ramos Bravo Solorio
9:30	• **Next Steps / *Próximos Pasos***	Ramos
	• **Evaluation / *Evaluación***	Ramos
	• **Calendar / *Calendario*** Friday, April 1st: NO School – Cesar Chavez Thursday, April 7th: Coffee with the Principal @ 8:30am April 8th – 15th: NO School – Spring Break Wednesday, April 20th: Parent Workshop @ 8:30am • **Next Parent Leadership Meeting / *Próxima Reunión de Padres Lideres*** Thursday, April 21st	Solorio

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Grow • Everyone • Every Day / Crecer • Cada Persona • Cada Dia

Franklin McKinley Parent Leadership Meeting: Thursday, April 7th @ 5:30

ACE Mission: Grow, Everyone, Every Day
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.

Misión de ACE: Crecer, Cada Persona, Cada Día
ACE trabaja con familias y comunidades en áreas de gran necesidad para crear y sostener secundarias y preparatorias donde los estudiantes quienes han sido dejados atrás por el sistema de escuelas tradicionales, crecen a estar listos, para cuando dejen la preparatoria, de escoger y graduarse de una universidad de cuatro años.

Time Keeper / *Tomar Tiempo*: _____

Note Taker / *Tomar Notas*: _____

Time		
5:30	• **Registration / Registración** • **Welcome & Introductions / *Bienvenida y Presentaciones*** • **Purpose / *Propósito***	Ramos
5:35	• **Mission Statement / *Misión***	Parent
5:40	• **Topic / Tema** 1. Budget Training / *Presupuesto* 2. LCAP Progress Data / *LCAP, Datos de Progreso* 3. Feedback Groups / *Grupos*	Ramos Solorio
6:35	• **Next Steps / *Próximos Pasos***	Ramos
6:40	• **Evaluation / *Evaluación***	Ramos
	• **Calendar / *Calendario*** April 8th – 15th: NO School – Spring Break • **Next Parent Leadership Meeting / *Próxima Reunión de Padres Lideres*** Thursday, April 21st @ 5:30 pm	Solorio

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Franklin McKinley Parent Leadership Meeting: Thursday, April 28th @ 5:30

ACE Mission: Grow, Everyone, Every Day
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.

Misión de ACE: Crecer, Cada Persona, Cada Día
ACE trabaja con familias y comunidades en áreas de gran necesidad para crear y sostener secundarias y preparatorias donde los estudiantes quienes han sido dejados atrás por el sistema de escuelas tradicionales, crecen a estar listos, para cuando dejen la preparatoria, de escoger y graduarse de una universidad de cuatro años.

Time Keeper / *Tomar Tiempo*: _____

Note Taker / *Tomar Notas*: _____

Time		
5:30	• **Registration / Registración** • **Welcome & Introductions / *Bienvenida y Presentaciones*** • **Purpose / *Propósito***	Solorio
5:35	• **Mission Statement / *Misión***	Parent
5:40	• **Reports / *Reportes*** School Leader Report / *Reporte de los Directores*	School Leader
5:45	• **Topic / Tema** SBAC Testing / *Exámenes estatales* Calendar / *Calendario* Family Link / *ACE Conexión Familiar*	Poston Solorio Gill
6:25	• **Next Steps / *Próximos Pasos***	Solorio
	• **Evaluation / *Evaluación***	Solorio
	• **Calendar / *Calendario*** Thursday, May 5th: Cinco de Mayo Celebration & Salsa Competition Tuesday, May 10th: Mother's Day Breakfast @ 8:30am Thursday, May 12th: Coffee with the Principal @ 8:30am Thursday, May 19th: Track and Field Day Friday, May 20th: Student Exhibition and Talent Show @ 5:30pm • **Next Parent Leadership Meeting / *Próxima Reunión de Padres Lideres*** Thursday, May 26th: Parent Leader Meeting @ 5:30pm	

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Appendix 4

Playbooks

ACE Growth Cycle Playbook
ACE School Leader Playbook - Excerpt on Professional Development
ACE Staff Recruitment Playbook

GROWTH CYCLE PLAYBOOK

PURPOSE OF THE ACE GROWTH CYCLES

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 our Cascade Strategies: creating a culture of optimism (Strategy 1) and building college-ready confidence in our 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.

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 our 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.

Overview 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 will 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. Please see below for details of how each part of the cycle flows.

Pre-cycle Data Collection

Approximately 2 weeks before the Growth Cycle occurs, schools will be asked to submit a written self-reflection for the Growth Cycle Team to read prior to the on-campus portions of the Growth Cycle process. This self-reflection will typically be written by the school principal with input from other stakeholders and will provide the Growth Cycle Team with information they will need to know about how the school is currently functioning related to the school's goals.

Self Reflection Due Dates:

- Cycle 1 - August 29, 2016
- Cycle 2 - February 20,2017

On Campus Data Collection

The Growth Cycle Team will consist of a varied group of academically savvy individuals. Team member might include an ACE principal, AP of instruction, an ACE exemplar teacher, representatives from the ACE network office, and/or 1-2 highly regarded external academic powerhouses. This team will be responsible for reviewing the self-reflection written by the principal and other pertinent network documents/data collected prior to the on campus element of the Growth Cycle process. Once this data has been reviewed, the Growth Cycle Team will convene at the school site for a full day review. Please see the dates below for the schedule of Growth Cycle visits.

Cycle 1: September 12 - September 16

- Monday, September 12: Empower Academy
- Tuesday, September 13: ACE Inspire
- Wednesday, September 14: ACE Charter High School
- Friday, September 16: Franklin McKinley

Cycle 2: March 6 - March 10

- Monday, March 6: Empower Academy
- Tuesday, March 7: ACE Inspire
- Wednesday, March 8: ACE Charter High School
- Friday, March 10: Franklin McKinley

The on-campus component of the Growth Cycle will include classroom observations conducted using the Growth Cycle Walk Through Tool. Every teacher will receive at least 2, 20 minute observations. Ideally, each teacher will receive one observation at the beginning of the period and one at the end of the period by 2 different individuals.

Additionally, The Whole School Walk Through Rubric will be completed by at least 8 parents during the Growth Cycle week. Angelina will train parents during a parent meeting prior to the Growth Cycle week and provide a list of names of trained parents to the Dean of Students. The Dean of students will be responsible for ensuring that at least 8 trained parents complete the The Whole School Rubric during the week of Growth Cycle. The Whole School Rubric will not be reflective in the Culture of Optimism score, however, is a vital part of the school culture and will be reviewed in conjunction with the other Growth Cycle findings. Additionally, action planning will occur and be monitored in response to the Whole School Rubric findings. Please see this link to understand how the Whole School Rubric data will roll up.

Data Reflection, Goal Setting and Action Planning

Toward the end of the onsite visit of the Growth Cycle day , members of the Growth Cycle Team will be provided time to review the data collected over the course of the day, ensure that data reports are effectively populated, and create a summary findings report to present to the school's leadership team. Findings will consist of areas of praise (green/proficient), quick fixes (yellow/emerging), and suggestions for 2-3 areas for targeted focus (red/novice).

No later than a week after receiving the summary findings report from the Growth Cycle Team, school leaders will engage with their school teams to determine priorities and action plan (exemplar - please complete this form located in your school Achieve Results Tracker) to respond to the whole school walk through tool data, the whole school rubric findings and to build teachers' individual capacities related to the findings . This action plan will articulate clear and measurable goals with specific steps to attaining those goals. Action plans should be reviewed by school leaders' coaches and subsequently, with managers.

Dates for Action Planning Work:

- Cycle 1 - Work time - Lead Team week of September 19th
- Cycle 2 - Work time - Independently

Within 10 days of the Growth Cycle, the school principal will share findings and high level data with the school staff during a weekly staff meeting. During this meeting, staff will become aware of areas for celebration, growth and potentially a suggested action plan draft geared at improving in key areas in the walk through tool and whole school rubric prior to the next Growth Cycle. School leaders may opt to do action planning alongside their teams and therefore would not have a proposed draft at this time. During 1:1 coaching meetings with teachers, school leaders will present individual data gathered during the Growth Cycle process

and will devise an individual action plan to build their skills in alignment with school wide priorities.

Completed Action Plans Due Dates:

- Cycle 1 - September 30th
- Cycle 2 - March 24th

Progress Monitoring

Between Cycle 1 and Cycle 2, school teams should calendar regular reviews of action plans ensuring steps outlined are being fulfilled. Also, managers and coaches of school leaders should be reviewing action plans with school leaders to identify any potential missteps that could potentially lead to failure in attaining proficiency at the end of the second cycle.

School Leader Playbook Excerpt

Professional Development

In top-performing schools professional development isn't synonymous with one-off disengaging seminars. Instead professional development is tightly aligned with school priorities, is part of a larger overarching strategy to support teacher growth and development. High quality embedded professional development is precisely planned, practice-based and engaging. In these schools development provides meaningful opportunities for teachers to learn, practice, reflect, and receive feedback on their use of new strategies and techniques and the efficacy of the development is measured on how it is being implemented in classrooms and how student achievement is increasing as a result of the development being provided to teachers.

Here are effective practices that make strong professional development.

- **Aligned to School Priorities and Driven by Data and Vision.** Session objectives are aligned with year long school goals/objectives and are chosen based on an analysis of school or student level data. Session objectives are part of a comprehensive, year long strategy to develop staff capacity related to school goals.
- **Aligned with Other Development Efforts.** Leader can articulate how any given session fits into the larger scope of staff development initiatives and topics and how any given objectives fit into previous or upcoming sessions/topics. The content of embedded PD sessions is tightly aligned with what is happening during other development initiatives such as individual teacher coaching, collaborative lesson planning, peer observations, etc.
- **Planned Based on Research and Best Practice.** All activities are aligned to objectives and are rigorous in nature--teachers will learn new practices that will positively impact student achievement by the end of a given session/group of sessions. Content and practices learned are based on best practice from high performing schools and/or reputable research.
- **New Strategies Taught with Varied Techniques, including significant modeling of best practice.** Facilitators model the vision of excellence for any given strategy presented thoroughly and provide ample time for teachers to analyze the model they present and provide critical feedback. Facilitators use other techniques, as needed, to enhance teacher learning of new strategies (these could include videos, sharing of teacher experiences, peer observation, etc.).
- **Session(s) are structured to allow significant time for staff to learn new practices and grapple with issues around implementation.** Practice of using strategies and structured

feedback (with repeated practice) are a hallmark of the session. By the end of the session/s teachers have been adequately prepared to implement the strategy successfully with a fair amount of independence.

- **Deep Collaboration Between Teachers and School Leaders.** Teachers spend the majority of the session collaboratively discussing the strategy presented, practicing it, receiving feedback on their implementation, and thinking concretely of how and when they will implement the practice in their classrooms and how it will be adjusted for their grade level/content area. This collaboration always happens as part of embedded professional development--this collaboration also happens during other elements of staff development including planning meetings, instructional rounds, and peer observations.
- **Clear Deliverables and Implementation Support.** Session ends with clearly articulated deliverables and timelines. When strategies have been learned there is a documented plan for how/when the teacher will be observed and given feedback on implementation by a peer or school leader on an ongoing basis.
- **Exceptional Facilitation.** Facilitators have deep and rigorous content knowledge of the topic and facilitate sessions confidently. Facilitators recognize teacher hesitation, misunderstandings, resistance, or confusion and react in-the-minute to adjust instruction to meet their needs and move towards mastery of content and strategies.
- **Structured to Ensure Feedback and Reflection.** Follow-up coaching meetings and/or sessions are scheduled to allow that teachers have structured time to reflect and debrief the efficacy of what they have learned/tried with peers or school leaders.

Please see the **Embedded Professional Development Rubric** at the end of this section for use in assessing these attributes of effective PD, along with resources to support.

Planning a Series of Professional Development Sessions

The following is a framework used to ensure that PDs are linked over time, and are not "one off" disengaging seminars, but rather are coherent, aligned to goals, and practice oriented.

Thursday Professional Development Series

(Adapted from UP Education Network)

The Scope and Sequence of our Thursday professional development series mirrors the Teacher Competency Indicators. These indicators include categories in classroom culture, student achievement, curriculum development, instruction, and organizational culture.

Each professional development cycle has two to three Thursday sessions:

Session One: Concept Building

In the concept building PD, we tackle a curious question or exploit a misconception or potential mindset barrier that may be inhibiting success in the professional development area. For instance, in a cycle on increasing student talk, we posed the statement, “The more a teacher talks, the less students learn.” This comment was coupled with an article titled, “Less is More” and led to a conversation about why we may talk too much in class. Another approach may be to look at a non-example or example to generate principles about a concept.

These sessions also provide key tools or strategies to increase effectiveness. These strategies are also differentiated, as we know that within any one indicator, there are many tools that could increase performance. For instance, in the category of ratio a teacher approaching proficiency may use a strategy to ask students to summarize the key teaching point as a way to increase student speech. In a classroom where a teacher is more proficient in this area, s/he may focus on “basketball” strategies that increase the conversation students have with each other.

Session Two: Analysis & Application

In this session, teachers apply the concept that they learned in the previous session. Activities in this session have included analyzing teachers’ own video. In this model, every teacher brings their laptop, headphones and a 5-10 minute clip of their own teaching. With guiding questions, they watch and analyze their own instruction to determine potential next steps. Other activities include analyzing and revising curriculum and practicing teacher moves in small groups for feedback.

Session Three: Evaluation

In the final session, we follow up and reflect on the effectiveness of our implementation of the coaching point. We also create a list of commitments that the individual teacher or team will employ moving forward.

These three sessions are often accompanied by targeted, individual coaching by the Dean of Curriculum and Instruction.

Planning Effective Professional Development Sessions

Below is an effective approach to planning a single session of professional development.

<u>Living the Learning: An Effective Approach to Leading Professional Development</u>
From Relay Graduate School of Education

Objective = Do It Your real objective is determined by what they will practice.	■ Practice the gap. Do the most important skills to increase proficiency. ■ Clear and Measurable: You can easily evaluate if they have done the objective. ■ Doable: You can accomplish the objective in teh time you have allotted.

See It
 	
Let participants see what the "Do It" looks like.
	■ Start from the end goal: Let them see the "do it" in action.
	■ Choose the right medium (keep it short! <5 min)
	  ■ Video clip of leading/teaching
	  ■ Movie clip
	  ■ Written model
	  ■ Live model
	■ Precise Pre questions: ask focus questions before the activity to target what they should see.
	  ■ Focus on the positive: focus questions on observing the positive actions.
	  ■ Always visible: Keep questions visible during the "see it" activity.

Name It Get participants to name what they see to see it more clearly.	Think-Pair-Share ■ Time to reflect individually ■ Reflect with a partner ■ Share out to the larger group (pre-call great answers!) Ask questions that allow participants to "Name It" ■ What happened in the [certain part of the teaching video]? ■ Why is that important? What's the purpose of this action?

	Punch the idea yourself ■ Wait until the end. Let the participants do the cognitive load first, then name it with formal language. ■ Limit the words: Keep framework succinct and precise (3-5 words)
Do It Do it, get feedback, do it again.	Clean instructions ■ What main participants will do (time for them to plan, script their actions) ■ What the audience will do (cue cards, pre-prepared student work samples) ■ (For large groups) What small group facilitators will do (feedback tips, what to look for) Practice the Gap Successfully ■ Practice the most difficult part to master ■ Add complexity (i.e. student non-compliance) only after teachers have built muscle memory. ■ Push them forward if running out of time Give feedback and do it again: ■ Model again if they need guidance ■ Give them feedback (feedback cheatsheet) and do it again
Reflect Lock in the Learning by writing it down.	Brief and written in one place: 1-2 minutes at a time, embedded throughout the PD.

Principles of Effective Facilitation of PD

Once you feel confident that you have effectively planned your series of Professional Development sessions, it's vital that you create a plan to create a facilitation plan to teach your teachers. The following Playbook outlines a variety of strategies that you can use to ensure you are facilitating Professional Development in a way that is effective for adult learners.

Embedded Professional Development

In world class schools professional development isn't synonymous with one-off disengaging seminars. Instead professional development is tightly aligned with school priorities, is part of a larger overarching strategy to support teacher growth and development. World class embedded professional development is precisely planned, practice-based and engaging. In these schools development provides meaningful opportunities for teachers to learn, practice, reflect, and receive feedback on their use of new strategies and techniques and the efficacy of the development is measured on how it is being implemented in classrooms and how student achievement is increasing as a result of the development being provided to teachers.

Element	Capable *Independently Proficient*	Resources
Aligned to School Priorities and Driven by Data and Vision	*Session objectives are aligned with year long school goals/objectives and are chosen based on an analysis of school or student level data.* *Session objectives are part of a comprehensive, year long strategy to develop staff capacity related to school goals*	*The Power of Instructional Priorities* *Priorities Field Guide Sheet* *Blog Post: Instructional Priorities* *Success at the Core--a module on* *Effective PD* *Data Driven PD* *Instructional Coaching* *Teacher Support and Development* *PD Example--Setting Goals with Teachers*
Aligned with Other Development Efforts	*Leader can articulate how any given session fits into the larger scope of staff development initiatives and topics and how any given objectives fit into previous or upcoming sessions/topics.* *The content of embedded PD sessions is tightly aligned with what is happening during other development initiatives such as individual teacher coaching, collaborative lesson planning, peer observations, etc.*	
Planned Based on Research and Best Practice	*All activities are aligned to objectives and are rigorous in nature--teachers will learn new practices that will positively impact student achievement by the end of a given session/group of sessions* *Content and practices learned are based on best practice from high performing schools and/or reputable research*	
New Strategies Taught with Varied Techniques, including significant modeling of best practice	*Facilitators model the vision of excellence for any given strategy presented thoroughly and provide ample time for teachers to analyze the model they present and provide critical feedback.* *Facilitators use other techniques, as needed, to enhance teacher learning of new strategies (these could include videos, sharing of teacher experiences, peer observation, etc.)*	Model PD 1 Model PD 2 Practice Strategies with Teachers
Session(s) are structured to allow significant time for staff to learn new practices and grapple with	*Practice of using strategies and structured feedback (with repeated practice) are a hallmark of the session.* *By the end of the session/s teachers have been adequately prepared to implement the strategy successfully with*	

issues around implementation	*a fair amount of independence.*	
Deep Collaboration Between Teachers and School Leaders	*Teachers spend the majority of the session collaboratively discussing the strategy presented, practicing it, receiving feedback on their implementation, and thinking concretely of how and when they will implement the practice in their classrooms and how it will be adjusted for their grade level/content area.* *This collaboration always happens as part of embedded professional development--this collaboration also happens during other elements of staff development including planning meetings, instructional rounds, and peer observations.*	Collaborative Lesson Planning (Lesson Planning and Clear Deliverables) Common Planning Meetings Instructional Rounds
Clear Deliverables and Implementation Support	*Session ends with clearly articulated deliverables and timelines.* *When strategies have been learned there is a documented plan for how/when the teacher will be observed and given feedback on implementation by a peer or school leader on an ongoing basis.*	Adult Learning Playbook
Exceptional Facilitation	*Facilitators have deep and rigorous content knowledge of the topic and facilitate sessions confidently* *Facilitators recognize teacher hesitation, misunderstandings, resistance, or confusion and react in-the-minute to adjust instruction to meet their needs and move towards mastery of content and strategies.*	
Structured to Ensure Feedback and Reflection	*Follow-up coaching meetings and/or sessions are scheduled to allow that teachers have structured time to reflect and debrief the efficacy of what they have learned/tried with peers or school leaders.*	

**Note: The grid below outlines the vision for what these practices would look like at the "Capable" level--when leaders understand best practices at a level where they can independently reach their vision with minimal support from coaches or other individuals. For the other levels of the ACE competencies see descriptions below:*

- *Novice: Leader demonstrates the practices outlined in the "Capable" column but cannot yet do so independently; leader may rely heavily on support from their manager or coach or others within the organization to meet expectations*
- *Expert: Leaders at this level demonstrate practice at the "Capable" level consistently. They are exemplars of practice for other leaders regarding the practices of focus and work with their colleagues to build the practice of the leaders around them. They may offer exemplars to their colleagues, offer feedback, or provide additional support/coaching to leaders who are in need of support.*
- *Capacity Builder: In addition to being a model of practice themselves and helping to support their fellow school leaders, leaders at this level of practice add a sophisticated voice to the organization-wide conversations of how systems the network is using can be innovated upon and improved. These suggestions are often piloted by the leader at their campus, demonstrate tangible results in student achievement and increased teacher performance, and result in changes to the way the organization does business.*

Professional Development Planning Template

Element	Description
Intellectual Prep for Session	Before you begin planning, answer the following questions: 1) If this session is successful what will I see in classrooms that I haven't seen before? 2) What else will make this session successful? 3) How is this session related to what we did last week and/or what we will do next week? How will I follow up on what teachers learn in this session during coaching, 1:1 meetings, and other touch points with staff? 4) What will teachers find challenging about this session? About what might they push back or be resistant? What are misunderstandings I should anticipate they may have?
Session Objective(s) ● *Aligned to priorities* ● *Linked to data*	
Airtight Activities and Facilitation **See It, Name it, Do It** ● *Activities Aligned to Objectives* ● *Activities Allow Modeling of Best Practices (See it/Name it)* ● *Time for Teachers to Collaborate, Discuss, Practice, Reflect (Do it)* ● *Lots of active engagement of staff, little direct instruction (Do it)* ● *Model the vision, practice, reflect! (Do it)* ● *Incorporate Principles of Effective Facilitation*	
Deliverables and Timeline ● Deliverables are clear and teachers have time to	

create them ● Timelines are clear and recorded on calendar invites that are shared ● If strategies have been learned, these will be observed by SL and teachers will receive feedback--times documents	

ACE Charter Schools

Staff Recruitment Playbook
SY16-17

ACE Mission: Grow, Everyone, Every Day

ACE works with families and communities in the highest-need neighborhoods to create and sustain middle and high schools where students who have not been served well by the traditional school system grow to the point where they are ready, by the time they leave high school, to choose to attend and graduate from a four-year college or university.

CASCADE : TALENT

Attract, develop and retain talented, mission-aligned people. It is essential that we recruit outstanding staff, and invest in developing and retaining them if we are to achieve our ambitious mission

Objectives	Specific Metrics
1. Offer individualized support and feedback that help every ACE team member be successful in their role, and offer opportunities for professional growth	▪ 85% of staff agree that they have an up-to-date Personal Growth Plan that identifies key areas of strength and areas for development for this year and progress throughout the year ▪ 85% of Deans and APs agree that they received a 1:1 with actionable feedback weekly ▪ 85% of Principals and CMO staff agree that they received a 1:1 with actionable feedback weekly at a regular schedule determined with their Manager ▪ 85% of staff rate school-wide PD sessions as relevant and actionable ▪ 85% of teachers agree that they received an observation and a 1:1 meeting with actionable feedback weekly (could be from their manager, coach, lead teacher or BTSA) ▪ 90% of midyear and end of year evaluations for staff in the PGP process completed on schedule
2. Retain our people, allowing us to build strong, long-lasting teams as well as an internal leadership pipeline	▪ 85% retention of staff who are meeting expectations and who are not leaving ACE for "life" reasons ▪ 90% of staff would recommend that a friend work at ACE ▪ At least 10% of full time staff at each school site are in a stipend position developing them as a leader, and have an accompanying PGP ▪ At least 85% of CMO staff have a PGP that is actively growing them towards a new position or skill
3. Quickly recruit outstanding, mission-aligned people who can contribute to our schools and network immediately	▪ 95% of positions filled by Aug 1, 90% by May 1 ▪ For openings after the start of the school year, 95% of positions filled within 2 months ▪ Average of at least 5 candidates per open position ▪ 100% of candidates receive a decision (offer or rejection) within 6 weeks ▪ 50% of new hires have one of the following characteristics: 1) are fluent in Spanish; 2) grew up in the community like East San Jose ; 3) have worked in a school similar to ACE for at least two years

COO | CRC | TALENT

PURPOSE OF ACE STAFF RECRUITMENT PLAYBOOK

What is a playbook?
At ACE, we use playbooks to describe the key elements of the work we do, to promote consistency and effectively hit our goals as a team. This playbook will keep our team moving in the right direction, to recruit classroom leaders effectively and efficiently.

How does the Staff Recruitment Playbook align with the Cascade and key strategies?
ACE has devoted an entire strategy of the Cascade to human capital. If ACE is to succeed as an organization, it must be able to attract, develop, and retain mission aligned people. This playbook goes into detail on the strategies used to attract mission aligned people.

What are our values and guiding principles as a Recruitment Team?
As ACE grows to four fully enrolled schools, it will be hiring twenty to thirty teachers a year. The Talent Manager works for the schools, and delivers quality candidates for the schools to interview and hire. As a team, we commit to the following principles:

- *We work with the School Leaders.* Consequently, we take their feedback seriously and use it to improve the process. We understand they decide who to hire, and that we need to use their insights into candidates and improve the process.
- *We take a leadership role in clear, timely, communication.* We respect and understand how challenging it is to be a school leader. As such, we take on responsibility for clear communication, even if this means inconveniencing ourselves. As a team, we commit to our team meetings, to staying on top of emails, and to connecting with each other as much as necessary to reach our goals as a team.
- *We embrace the change and uncertainty which are a part of the hiring process as ACE grows.* We know throughout the hiring season interviews and responses to email will be out of our control and or may change. A staff member may suddenly announce they are leaving, a program may change, or enrollment may adjust the staffing model. We will respond to these changes with optimism.
- *We commit to Grow, Everyone, Every Day.* We will take time on a daily basis to reflect on our processes and systems and to improve them as necessary, so that we can be more successful as a team, and for the schools.

How to use this playbook
- The playbook starts off organized by themes. There is an overview of the entire process, and then details on the “pre-work” to the hiring season, and the important themes within the hiring season. Following this, there is an appendix where specific details are listed in more detail (e.g. Teacher Interview Questions, and key contacts)
- At the end of each hiring season in June, the Talent Manager should connect with the School Leaders around the “Hiring Season” pluses and deltas. All documents should be updated, and any other necessary changes should be made so that it is ready for the following year. Everything should be stored electronically in the Google folder.

OVERVIEW OF THE RECRUITMENT PROCESS

What is the timeline and targets?

- **Phase I**: November and December pre-hiring preparation. During this time, the focus of the team is ensuring all systems, processes, and documents are updated and ready to go. **School Leaders** should have a good idea of what teaching positions they will need to fill by January 1st.
- **Phase II**: Hiring Season - January 30th through May 1st. Teaching positions will be posted, candidates will be source and interviews will start to take place. Efficiency and clear communication are key, as quality candidates go quickly, ACE needs many teachers due to our growth, and competition with local school districts and charters.
- **Phase III**: The Talent Manager will assist new Teachers with transferring and registering credentials, and assist teachers with STSP/ PIP's/ Variable Term Waivers. In Phase III the TM will also cultivate passive candidates during this time period.
- **Targets**: Our goal is to be fully hired by May 1st with all teaching positions.
- 95% of positions filled by May 1st. We will track our hires and open positions on 2017-2018 Teacher Interview Tracker.
- For openings after start of school year, 95% are filled within 2 months -
- Average of at least 5 candidates per position -
- 100% of candidates receive a decision within 6 weeks -
- 50% of new hires are fluent in spanish -
- 50% of new hires grew up in a community like East San Jose

TEACHER INTERVIEW PROCESS

Phase	Team Members	Objective	Action Items	Documentation
Identify teaching needs	School Leaders/ Talent Manager	SL's to give TM open roles by December 16th	SL's to have conversations with current teachers/ projected growth needs. Enter needs into Google doc.	School Needs Tracker
Road Map	SL/ TM	Identify a hiring timeline, key interview questions,	Schedule 1:1 with hiring SL	Hiring Road Map

		interview dates/ times		
Recruitment	Talent Manager	To attract 5 quality candidates	Employee Referrals, Reach email blast, LinkedIn search, host an Open House, job boards	Candidate/ Interview Tracker
CV/ Credential	Talent Manager	Screen candidates for experience/ credential	Review applications in EDJOIN	EDJOIN
Phone screen/ obtain 2 references	Talent Manager	To verify employment, achievements, and qualifications	Conduct 30-minute phone screens	Teacher Phone Screen Questionnaire
Demo Lesson	School Leader, Lead Teacher, Students	Opportunity for SL, Lead and students to see the candidate in action	20-minute demo lesson	SL to take notes on candidate
Formal Interview	School Leader	SL to access for culture fit and academic alignment	45-minute 1:1 or team interview	Teacher Interview Questions
Debrief Demo Lesson with candidate	School Leader	Provide feedback to the candidate		
Reference Checks	School Leader	Conduct 2 reference checks	(2) 15-minute reference checks	Reference Check Questions
Offer Letter request	School Leader	To receive approval for the position	Complete an OLR and email to Shawn for approval	Offer Letter PDF
Offer Letter	Talent Manager	Email candidate a formal offer letter within 24-hours	Draft an offer letter based off of the ACE salary scale	Formal Offer Letter emailed to the candidate

DESCRIPTION OF ROLE

Role	Description of Role
Talent Manager	❏ Build relationships with local Universities, Teacher Credentialing Programs and attend Teacher Recruitment Fairs at local Universities ❏ Updates and maintain job descriptions, post on EDJOIN, Teacher-Teacher and LinkedIn. ❏ Phone screen candidates who hold a valid teaching credential in CA or be in the process of receiving one, or have the ability to transfer an out-of-state credential to CA and who meet Strategy 3 criteria. ❏ Actively source candidates on LinkedIn who meet the job requirements and Strategy 3 criteria. ❏ Maintain all applications via EDJOIN ❏ Incorporate School Leader feedback on an ongoing basis. ❏ Draft and send offer letters to candidates within 24-hours of offer
School Leaders	❏ Create schools interview schedule ❏ Conduct/ facilitate on site interviews and give clear direction to candidates teaching demo lessons. ❏ Send offer letter request to Managing Director of Academic Operations and Vision. ❏ Maintain communication with candidates once offer is made to ensure they accept offer ❏ Develop an onboarding plan for each candidate

PHASE I: Pre-Hiring Preparation (November - December)

Job Descriptions uploaded on EDJOIN:

Task	Who?	Due ?	Docs / Links?
Review and update all job descriptions, both on ACE server and in EDJOIN	Talent Manager	11/18	Google Docs/JD Folder/EDJOIN
Review and understand all EDJOIN reporting features and set up any necessary specialized reports	TM/ Harpreet	12/2	
Ensure all appropriate Managers and Leaders are trained and active in EDJOIN	Talent Manager	1/20	

Webpage and Collateral:

Task	Who?	Due?	Docs / Links?

Review layout of ACE Careers page, compare to other high performing charters / businesses and make revisions.	Talent Manager	1/13/17	www.acecharter.org
1-pager write up/ handout for SCCOE Recruitment Event reviewed and updated – (see SCCOE example from last year)	TM/ GL approve	Done	
Order any necessary materials for recruitment events: Pens, pencils, ACE folders, table cloths, displays (see inventory list)	Talent Manager	Feb. 2017	

Refine and Set Up Processes:

Task	Who?	Due?	Docs / Links?
Set up 1:1 meetings with School Leaders regarding 2017-2018 teacher openings	Talent Manager	12/9	See GD/RPF
See Candidate Pipeline Summary report to track open positions and candidates	Talent Manager	12/16	See GD/RPF

Phase II: Hiring Season - January 1 through May 1

Recruitment Events & Outreach to Ed Schools / Partners:

Task	Who?	Due?	Docs / Links?
Register for Teacher hiring events by January 1st	Talent Manager	1/13	GD/Appendix and RMF

Candidate Sourcing:

Task	Who?	Due?	Docs / Links?
Websites to post, advertise & source candidates	Talent Manager	1/13	
Career Fair Events & Attendance: District & College Credential Program Recruitment (confirm attendance)	Talent Manager	2/3	Appendix
LinkedIn active recruiting efforts and consider "Recruiter" account establishment for ACE	Talent Manager	11/4	ATS Temp/Inter
Employee Referral Program outreach and Introduction	Talent Manager	11/18	See GD/HR

Interview Process, Local and Out of State (OOS):

Task	Who?	Due?	Docs / Links?

Train/Prepare Principals for Interview Process: 1. ATS resume review & sharing 2. Confirm Interview Questions to be asked 3. Ensure School Tour/Guide Scheduled 4. Schedule Time 5. Discuss Candidate Teaching Demo Lesson	TM	1/20	Sample Teacher Interview Process/GD/RPF
Review Candidates in EDJOIN (daily)	TM		ATS
Phone Screen Select Candidates (email in ATS)	TM		ATS
Schedule Candidates for Onsite Interviews	TM		ATS
Schedule OOS Candidates for Principal Phone Screen	TM		
Refer Select Candidates for Onsite Interview	TM		Example Interview Schedule/GD/RPF
Attend Onsite Interview to target any process issues	TM		
Schedule Candidate Onsite Demo Lesson (if necessary) Request Video Demo Lesson for OOS	School Leaders		Demo Lesson Example/GD/RPF

Communication & Priority Setting:

Task	Who?	Due?	Docs / Links?
Within Recruitment Team	TM	1/20	
With School Leaders (introduce in PD/Training)	TM	1/20	

Data & Progress Monitoring and Reporting:

Task	Who?	Due?	Docs / Links?
Generate Pipeline Reports via Weekly Hiring Report	TM	Weekly	GD/RP
Hiring Data	TM	May 1st	GD/Hired Personnel
Track offers letters, fingerprints, TB test through New Hire tab	TM	May 1st	

Closing the Deal:

Task	Who?	Due?	Docs / Links?
Offer Letter Request (Email from Principal to Shawn) Shawn approves and confirms yrs of exp	School Leader		GD/HR
Offer Letter Generation by Talent Manager Final Review Offer Letter and email to candidate Should include Benefits Summary	Talent Manager	24 hrs.	
Team effort - Follow up calls and emails; Talent Manager, Teachers, Principals, and Directors	Hiring Manager		

Reference Request email to candidates	School Leaders		
Training of Leaders on how to “Close”	Talent Manager		PD
Leveraging other resources to get to yes	Hiring Manager		
Welcome email and HR appointment/ who sends reimbursement policy, benefits/salary and forms?	Talent manager		
Ensure Employee Referrals are tracked and paid	Talent Manager / Finance		
Follow Up Process List... To be created by TM	Talent Manager		

2016-2017 TEACHER RECRUITMENT BUDGET

Link to events
Cost for career fairs: $1,795
LinkedIn Recruiter tool: $6,000
EDJOIN: $750 renewal
Teacher-Teacher: $1,450 renewal
Swag:$0

Relay GSE: Sarah Marder-Eppstein smarder-eppstein@relay.edu

Reach: Donna Scarlett dscarlett@reachinst.org Courtney Bell cbell@reachinst.org
TFA: Lorena Chavez Lorena.Chavez@teachforamerica.org

Top 4 Recruitment Fairs: **Principals please add to your calendar**

1. National University - March 12, 2017
2. Notre Dame de Namur - March 30, 2017
3. USC K-12 - March 23, 2017
4. Sonoma State - April 13, 2017

Harvard GSE	3/2/16 **2015-2016**	PreK-12 Expo Career Fair	$150	**Rachel McDermott** rachael_mcdermott@gse.harvard.edu **Devynne Fuga** devynne_fuga@gse.harvard.edu
Fresno State Education Fair http://www.fresnostate.edu/studentaffairs/careers/employers/careerfairs/spring.htm	3/9/16 **2015-2016**	Education Fair	$250	**Ana Espinosa** anae@csufresno.edu
National University	3/12/16 **2015-2016**	Teacher Recruitment Fair TOP FAIR	Free	**Patricia Del Rio** pdelrio@nu.edu
Santa Clara University	3/15/16 **2015-2016**	Teacher Interviews	Free	**Francisca Miranda** fmiranda@scu.edu

NDNU	3/29/2016 **2015-2016**	Teacher Recruitment Fair TOP FAIR	Free	**Carrie McKnight** cmcknight@ndnu.edu
Univ. Of the Pacific	3/22/16 **2015-2016**	Education career Fair	$150	**Kaye L. Mooney** kmooney@pacific.edu
USC Rossier	3/24/2016 **2015-2016**	K-12 Education Fair TOP FAIR	Free	**Matt DeGrushe** mdegrush@rossier.usc.edu
SCCOE	3/18/2017	Teacher Recruitment Fair	$400	**Michelle Fine** Michelle_Fine@sccoe.org
UC Davis	April	Teacher Recruitment Fair	$350	ucdavis@crmpubs.com
Guajame Charter Employment fair	4/9/16 **2015-2016**	Charter Employment Fair	$100	**Suzi Royer** royersu@guajome.net
12th Annual Oakland Bilingual Latino & Minority Teacher	4/12/16 **2015-2016**	Teacher Career Fair		**Pablo Camacho** tperez@latcareers.com pcamacho@latcareers.com
UC Santa Cruz http://careers.ucsc.edu/employer/event_information.html	4/13/16 **2015-2016**	Careers in Education and Teaching Fair	$375	careers@ucsc.edu
Sonoma https://www.regonline.com/Register/Checkin.aspx?EventID=175563	4/15/16 **2015-2016**	Education Fair TOP FAIR	$150	**Yesenia Rivas-Suarez** rivassua@sonoma.edu
CSU Chico https://www.regonline.com/Register/Checkin.aspx?EventID=175563	4/16/16 **2015-2016**	Education Fair	$200	**Buckley, Kate** kaadams@csuchico.edu **Lora Ferguson** LDFerguson@csuchico.edu
Sacramento State https://www.regonline.com/Register/Checkin.aspx?EventID=175563	4/19/16 **2015-2016**	2016 Educator Recruitment Expo	$100	
Bilingual Diversity Recruitment	May	Teacher Recruitment		pcamacho@latcareers.com

TEACHER JOB DESCRIPTION

Title: **Secondary Teacher 2017-2018**
Current Openings: ACE Charter Schools
Status: Full-time, please read full job description

WHO WE ARE:
At ACE, we build optimism as a first step to lifelong success.
Since 2008, ACE has launched and operated excellent charter schools in urban San Jose with one goal: our students, by the end of their time in ACE's middle and high schools, will confidently choose to be the first in their family to attend and graduate from a four-year college or university.

YOUR IMPACT:

ACE is looking to bring on classroom leaders who are committed to providing great schools to the students who need them the most. The successful applicant will be aligned with ACE's model, be highly motivated, thoughtful in their approach and maintain high expectations for underserved students in high-need communities. ACE teachers and school leaders must capitalize on the hope sparked by our Culture of Optimism with an academic program that helps students move from hoping they will get to college to expecting that they will succeed there. ACE's first graduating class sent 77% of scholars to local CSU and UC's.

WHAT YOU'LL DO:

- ❏ Have and demonstrate the inherent belief that all students can achieve academic success and be on the path to college, regardless of their circumstances
- ❏ Optimistically embrace student growth and proficiency targets
- ❏ Embrace the notion of "culture before curriculum" and explicitly teach culture, both inside the classroom and throughout campus. Responsible for maintaining all safety rules and expectations on campus
- ❏ Collaborate with Lead Teacher and or School Leader to design curriculum that is backwards planned from cycle benchmark assessments and a yearly overview, and that is aligned to Common Core Standards
- ❏ Be accountable for ensuring that all assessments are administered and graded in a timely manner; data is maintained and accessible to staff and parents; analyzing results with staff, parents, and students; and making adjustments to instructions as needed
- ❏ Expected to be present on campus from 7:30 am to 4 pm daily and be prepared to teach 5 to 6 hours; prepare lesson plans for substitutes on days that you are absent
- ❏ Accountable for completing report cards based on school site calendar and conducting parent-teacher conferences.
- ❏ Maintain a high bar for student behaviors and effectively manage classroom culture to promote a safe, rigorous learning environment

- ❏ Participate in ACE “Culture Calendar” events including: planning of student exhibitions, awards nights, student led conferences, etc.

WHAT YOU’LL NEED:

- ❏ A deep commitment to the ACE mission and passion for our students and families.
- ❏ **CREDENTIAL**: Hold a valid teaching credential in CA or be in the process of receiving one, or have the ability to transfer an out-of-state credential to CA
- ❏ 1+ years in a classroom setting teaching students preferably in an urban environment
- ❏ Knowledge of subject matter, including California Common Core Standards
- ❏ Bilingual in Spanish preferred but not required
- ❏ Dynamic, engaging, professional with a positive attitude with the ability to work with a sense of urgency in a fast-paced environment; an ability to exercise critical thinking through ambiguous problems

COMPENSATION & BENEFITS:

- ❏ Salary: ACE salary scale is between $53,300 - $81,600
- ❏ Benefits: Competitive package including healthcare, vision and dental
- ❏ Relocation: $2,500 for relocating 45+ miles away from San Jose, CA
- ❏ Professional development: ACE offers 175+ hours of coaching, feedback and development. And an opportunity for BTSA after year-2.
- ❏ Full-time, Exempt position
- ❏ At-Will Agreement

TO APPLY:

1. Apply on the ACE Charter Schools website
2. **Email** Rodney Tabares rtabares@acecharter.org a copy of the following:
   - ❖ College transcripts
   - ❖ Basic Skills Test Scores: CSET/ CBEST and or Praxis I/ Praxis II
   - ❖ Teaching Credential
   - ❖ Exceptional candidates will include a link to their (**15**) minute digital video of a demo lesson.

PRIOR TO EMPLOYMENT:

Once an offer has been extended, a candidate must meet the following criteria to receive a final agreement:

- ❖ Employment Eligibility
- ❖ Criminal Background Check
- ❖ Valid TB Clearance
- ❖ References delivered to rtabares@acecharter.org

TEACHER RESIDENT DESCRIPTION

Title: Math Teacher Resident (Intern)
Current Openings: ACE Empower Middle School in San Jose, CA
Status: Full-time 3-year commitment

WHO WE ARE:

At ACE, we build optimism as a first step to lifelong success.

Since 2008, ACE has launched and operated excellent charter schools in urban San Jose with one goal: our students, by the end of their time in ACE's middle and high schools, will confidently choose to be the first in their family to attend and graduate from a four-year college or university.

OVERVIEW: PATHWAY FOR SUCCESS:

The ACE Empower Teaching Residency Program offers an excellent opportunity to develop, grow and join the ACE Empower team. As a resident, you will work at ACE supporting a veteran ACE teacher, gradually taking on more teaching responsibilities as your skills develop. After successfully completing your first year, you will transition into a full-time teaching position.

PLEASE READ:

- ❏ The ideal candidate must have a deep commitment to the ACE mission, passion our students and families.
- ❏ The ideal candidate must have a bachelor's degree, love Math and be willing to commit 3-years to ACE Charter Schools (no Math credential needed)
- ❏ **Reach Institute Qualifications**: The ideal candidate must take/ pass the Single Subject Math CSET and all other state required exams by 2nd year in the program for the Reach Institute
- ❏ **Relay Graduate School of Education**: The ideal candidate must take the CBEST, have graduated from a 4-year University and graduated with a 3.0 GPA
- ❏ The ideal candidate will have a genuine passion for providing outstanding service to external and internal stakeholders as well as an ability to exercise critical thinking through ambiguous problems
- ❏ ACE will train, fully fund the teaching credential through the REACH Institute (**Relay GSE/ REACH Institute Deadline to apply is Friday, April 28th 2017**)
- ❏ Position starts on Monday, July 24th 2017

INTERNSHIP DETAILS:

- ❏ **Year 1:** Full internship and teacher training from both ACE Mentor teacher and Relay/ Reach professors. Pay for year 1 will be **$20 per** hour at approximately 40 hours a week. ACE pays all tuition and test fees
- ❏ **Year 2:** Teacher of record for Math/ English/ Special Education class with continual support from ACE Mentor teacher and Relay/ Reach instructors. Pay for year 2 will be first year teacher at **$53,300**. Teacher Intern resident will pay for all tuition and test fees
- ❏ **Year 3:** Full teacher of record. Pay will be **$54,900.** BTSA training support will be provided and paid for by ACE

- Full Medical and Dental benefits will be provided

HOW TO APPLY:

- Exceptional candidates will submit a thoughtful cover letter to Principal on the subject "**Why I deserve this Math Teacher Resident opportunity" along with a copy of your most up to date resume**.
- Exceptional candidates will complete a (5 - 10 minute) video on the subject "T**he Impact I will make at ACE is...**"
- In your email to Principal potential interview dates and times for the week of April 18th **Deadline to apply is Friday, April 22nd 2016 at 5:00 pm**

TEACHER CANDIDATE EMAIL

Email Header: Hi Marife, Let's schedule a preliminary phone Interview

Hi Teacher Candidate,

Thank you so much for your interest in ACE Charter Schools. We've received your application via EDJOIN for the position of **Middle School Math Teacher** role.

Next, let's connect on the following dates and times please pick a 30-minute window to connect:

- Wednesday, September 28th between 3:30 pm PST
- Friday, September 30th between 10:00 am - 3:00 pm PST

REMINDER

- Please research the ACE website prior to our call
- Please email me a copy of the following:

1. A copy of your college transcripts
2. A copy of your teaching credential
3. A copy of your basic skills test scores: CBEST/ CSET or Praxis I/ Praxis II

WHAT WE OFFER

- $2,500 to relocate to the San Jose, CA. **per IRS Guidelines**
- $53,300 - $81,600 based on the ACE Salary Scale (attached this email)
- $16,000 Full benefits
- CalSTRS Pension
- 180 workdays
- 3-weeks of summer coaching, planning and feedback
- One-on-one weekly coaching and feedback sessions

Please take a minute to follow ACE Charter Schools LinkedIn page and please read our teacher reviews on Glassdoor.

Thank you and be well.

HIRING ROAD MAP

Intake Meeting Date:

Approved by Finance: ☐ Yes ☐ No

Approved by Managing Director of Academic Operations and Vision: ☐ Yes ☐ No

Title:
Location/ Department:
Number of Position Needed:

Full-time: ☐ Yes ☐ No **Part-time:** ☐ Yes ☐ No	**Replacement:** ☐ Yes ☐ No **New position:** ☐ Yes ☐ No	**Exempt:** ☐ **Non-exempt:** ☐ **Contract:** ☐ **Length of contract:**

Reason for hire:
Any internal candidates to consider:
Projected Start Date:
Interview Dates/ Times:
Compensation: ❏ Hourly rate: ❏ Salary Scale: ❏ Benefits: ☐ Yes ☐ No ❏ Relocation Program eligible: ☐ Yes ☐ No

Strategy 3 Targets (only if necessary)**:** ☐ Bilingual in Spanish	**Success Factors:**

☐ Has experience with our target population ☐ Grew up in similar community to East SJ	

EMPLOYEE REFERRAL PROGRAM

Effective January 2016

ACE is looking for motivated talent to join our team of extraordinary educators. YOU can help by referring great candidates for our open positions.

WHY REFER?

- ❏ It's simple TALENT Knows TALENT – Build a stronger team
- ❏ Who to refer: top-tier motivated and solution focused applicants

WHAT'S NEW: REFERRAL PAYMENTS

- ❏ For every referral resulting in a hire for an *approved open position*, you will receive a reward of $500 for a Principal, Assistant Principal or Teacher or other full time site-based salary staff member.
- ❏ All other referrals for positions that are classified will receive a $25 gift card.
- ❏ Rewards are paid out after the employee has completed 90 days of employment in good performance standing.
- ❏ You must be an employee at the time of payout to be eligible under the plan.

EMAIL UPDATES:

- ❏ Email updates of new open positions and critical hires will be sent once per week
- ❏ Open positions can be found by going to http://acecharter.org and clicking on Careers tab

ELIGIBILITY

- ❏ All regular full-time and part-time active employees of ACE are eligible to make a referral for an approved open position.
- ❏ Your referral will remain active for six (3) months from the date received by Jazz. Subsequent to this three-month period, you will need to re-submit a previous candidate for consideration to be eligible for a referral bonus.
- ❏ If a referral is received from multiple employees (within a 6 month period), the referral bonus will be awarded to whoever submitted the referral first. If the referred individual submits his/ her resume to ACE directly or is submitted to ACE by another source, PRIOR to your referral, you will not be eligible for any referral bonuses.

- ❏ Contractors and other non-employee positions are not referrals under this program.
- ❏ Past employees in any capacity whose employment with ACE ended within the past 12 months, as well as current temporary contract employees, will not be considered eligible as an employee referral.
- ❏ To be eligible for a referral bonus, you must be a current employee at the time of referral and at the time of payout.

PROCESS:

- ❏ Please submit your referral via email (Subject line: ACE Referral) after your referral has applied at http://www.acecharter.org/ace-careers/
- ❏ You may also request that your referral upload their resume and then indicate your name as the "Referral Source".

QUESTIONS:

Please contact Rodney Tabares rtabares@acecharter.org with any questions regarding ACE's Employee Referral Program.

EMPLOYEE RELOCATION PROGRAM

Effective February 2015

ACE is always looking for talented individuals to join the ACE team. Occasionally, new hires come from out of state, and ACE uses relocation reimbursements to help new employees make the transition to California, and employment with ACE, successfully.

OVERVIEW

- ❏ Currently, ACE reimburses up to $2,500 of approved relocation expenses.
- ❏ ACE follows all current IRS guidelines on relocation expenses. The most current guidelines can be found at:

o http://www.irs.gov/taxtopics/tc455.html
o http://www.irs.gov/publications/p521/ar02.html

- ❏ New employees must submit their reimbursement requests on the ACE approved template, with all receipts, and within two months of relocating. Requests without any of the proper documentation will not be processed.
- ❏ Requests should be submitted to the ACE Business Office: 1100 Shasta Ave, San Jose CA 95126 or to finance@acecharter.org
- ❏ Employees are eligible to submit their reimbursement request after they have received their first ACE paycheck.
- ❏ Employees will receive their reimbursement check no later than a month after a properly submitted request.

TEACHER PHONE INTERVIEW QUESTIONNAIRE

Candidate:
Teaching credential: Yes/ No
Relocating: Yes/ No
Referral source:
Interview availability:

Strategy 3 Targets

Fluent in Spanish	Grew up in a community like East San Jose?	Worked in a school similar to ACE for 2+ years

1. Tell me what you know about ACE Charter Schools and our target student? What are you sentiments regarding growth mindset? How will the candidate add value in the organization?

1. Please tell me about your previous experience: What has the candidate done in the past (the skills, expertise, accomplishments, achievements, etc.) that is relevant to this role?

2. Do you have a valid teaching credential in CA or be in the process of receiving one, or have the ability to transfer an out-of-state credential to CA?

3. You have 30 students in class, 28 are learning. And, 2 are reluctant students that just sit in the back. What are your next steps? *Look fors: need to find ways to help the students. Those 2 students are important as well. Looking at data to see what gaps they have in their learning. Perhaps they are embarrassed.*

4. Tell me of a time when you made a decision, realized it wasn't working. What did you do? *Look Fors: was not afraid to ask for help, quickly changed plans, etc.*

5. What do you enjoy most about being a teacher (or identified position)? How would you like to grow as an educator? Is the job aligned with the candidate's career goals?

6. Will you be relocating for this opportunity? Have you researched the South Bay Area? What will your transition look like?

7. Please describe your ideal Principal/ School Leader and your expectations of him/ her? How do you respond to coaching and feedback? Will the candidate like working here?

TEACHER INTERVIEW QUESTIONS

Candidate:

Culture Fit: ☐ Great Fit ☐ Good Fit ☐ Meets Expectations ☐ Not a good fit

Academically Aligned: ☐ Great Fit ☐ Good Fit ☐ Meets Expectations ☐ Not a good fit

Demo Lesson: ☐ Circulate ☐ Checks for understanding ☐ Instructional Practice ☐ Classroom Management ☐ Knowledge of Curricular Content ☐ Enthusiasm

1. I can only imagine how busy you are. What got you to come to the interview today — something about ACE, or this teaching position, or something else? I'd love to hear about that.
2. What do you enjoy most about being a teacher? When you think about this teaching position what issues spring out as the most critical to address or the greatest learning curves for you?
3. How would describe the ACE Culture? What appeals to you about wanting to work with ACE's target student? Tell me about the research you've done on ACE.
4. Working in a young charter school also sometimes offers limited resources, example; systems not yet developed, schedule changes, everyone plays multiple roles, if something needs to get done, we do it. How do you react in such situations?
5. Describe one of your most challenging students. Tell me about the instructional strategies you use to reach struggling students? Give me an example of how one of these strategies was effective in achieving demonstrable student performance improvement.
6. What are your expectations or your team/ colleagues?
7. When have you wanted to give up and did you? If not, what was your motivation to push onward?
8. Please describe your ideal Principal and your expectations of him/ her?
9. Tell me a time that you've received critical feedback and how you've used that to grow.
10. From the outside, as it were, what do you think ACE is doing right and what could we get better at?
11. How do you manage stress? And will your colleagues know if your stress level is rising?
12. Why should we hire you? If we were to come to an agreement and I were to extend a job offer, what would need to be in that job offer in order for you to accept it?

Post Demo

- ❏ 1. On a scale of 1-10, how do you think the demo went? Why?
- ❏ 2. On a scale of 1-10, how similar is this to what your class would normally look like? Why?

- ❏ 3. Did the students meet the objective? How do you know?
- ❏ 4. What would tomorrow's lesson be like based on the data you have today?
- ❏ 5. If you had to do this lesson again, what would you do differently?

PRINCIPAL PHONE SCREEN QUESTIONS

Candidate Name:

Please ensure that this form is completed for each candidate and saved with their resume before recommending to Shawn for a detailed interview.

1. Fluent in Spanish
   - ❏ Yes
   - ❏ No (Not qualified, disposition)

2. At least one year as a Principal
   - ❏ Yes
   - ❏ No

   If no, has at least one year as an Assistant Principal, with demonstrated results in increasing student achievement:
   - ❏ Yes (Briefly summarize the results below)
   - ❏ No (Not qualified, disposition)

3. Has trained / coached teachers in the area of Common Core
   - ❏ Yes
   - ❏ No (Not qualified, disposition)

4. Has worked with ACE target student
   - ❏ Yes
   - ❏ No

5. Experience working with families
   - ❏ Yes
   - ❏ No

6. Why does this candidate want to work for ACE?

7. Why is this candidate interested in startup?

REFERENCE CHECK QUESTIONS

Candidate:
*** Note:** Please only conduct phone screens with Principal(s), School Leader(s) and Human Resources/ CMO Personal. Not peers or personal friends.

1. Please identify the candidates title, role and dates of employment?

2. Is this candidate eligible for rehire? Why or why not? What was his or her reason for leaving?

3. Did the candidate get along with his or her teammates and manager?

4. Would you describe him or her as a hard worker? What are the candidates greatest areas for growth? What advice would you give me on coaching him/ her?

5. Is there anything else I should take into consideration before I hire this candidate?

CHECKLIST FOR TEACHERS

Welcome to ACE Charter Schools!

Teacher: _____ ACE School: _____

Subject: _____ Date Completed: ____/____/____

- ❏ Clear Credential
- ❏ Preliminary Credential
- ❏ Enrolled in a Program
- ❏ Emergency Credential Needed
- ❏ Needs to enroll in a Program
- ❏ Out of State Credential

Credential Completion Date: _____/_____/_____ **Issuing Program**: _____

Credential Type: _____Credential #: _____

Time Sensitive Forms/ Steps (Scan and email to hr@acecharter.org except for official college transcripts)

- ❏ Copy of Subject Matter/ Basic Skills Test: CSET/ CBEST, Praxis I/ Praxis II
- ❏ Certification (i.e ELL certification)
- ❏ Official Transcripts only (mail: ACE Charter Schools 1100 Shasta Ave. #250, San Jose, CA. 95110)
- ❏ Register or transfer your credential in-person with Latishia Pedroza – Credential Specialist at the Santa Clara County Office of Education (408) 453-6765 latishia_pedroza@sccoe.org
- ❏ Live Scan fingerprinting

Emergency Credential Steps Your employment with ACE is contingent upon completing the following action items within 2-weeks of signing your offer letter.

- ❏ Official Transcripts from all colleges you've attended (mail: ACE Charter Schools 1100 Shasta Ave. #250, San Jose, CA. 95110)
- ❏ In-person meeting with Latishia Pedroza – Credential Specialist at the Santa Clara County Office of Education (408) 453-6765 latishia_pedroza@sccoe.org to discuss the following:
- ➔ **Certificate of Clearance** – Second set of fingerprints
- ➔ **Temporary County Certificate**
- ❏ Complete a Variable Term Waiver Application with Rodney Tabares (please set an appointment)
- ❏ $100 Check or Money Order made out to the **Commission on Teacher Credentialing Certification Division ATTN: Waiver Unit**

- ❑ Live Scan fingerprinting
- ❑ You must enroll into a teacher credentialing program within (3) months from the date you signed your offer letter.
- ❑ Please initial here that you've read and understand the above information and agree to the policy listed in the above bullet points _____ (**Initials**).

CONFIRMED INTERVIEW TEMPLATE

Hello Sylvia,

Thank you for taking the time to meet with us! I am excited to confirm your interview scheduled for **Tuesday, August 4th @ 1:00 pm - 2:00 pm pacific**. Please plan on arriving about 15 minutes early and ask for **Melissa Mora** when you arrive in reception. We anticipate the interview schedule will not exceed this time allotment, but may end sooner if we are able to glean the information we need to complete our interview process.

ACE Empower Academy Middle School: Empower C-1
625 South Sunset Avenue, San Jose, CA 95116.
Phone: (408) 729-3920

Additional Information:

- Dress code is business professional
- Parking can be found in the school parking lot
- Please print this email out for your reference

Please confirm via email that you received your scheduled interview date and time.

We look forward to seeing you soon!

REQUESTING INTERVIEW DATES/ TIMES FROM CANDIDATE

Thank you so much for giving us the opportunity to consider you for employment. Your interest in ACE Charter Schools means a lot. We've reviewed your application and I would like to bring you in for an in-person interview for the position of English Teacher.

Please send me (5) potential interview dates and times for next M - F between the hours of 9 am - 4 pm. Also, do you have a digital demo lesson that you could email me?

Lastly, please take a minute to follow ACE Charter Schools LinkedIn page and take a look at our Glassdoor reviews. Please let me know if you have any questions.

Thank you and I am looking forward to your response.

SALARY SCALE

Year	Annual Salary	$ Increase
1	53,300	4,890
2	54,900	5,038
3	60,400	5,551
4	62,800	5,758
5	65,300	5,976
6	67,900	6,203
7	71,400	6,510
8	74,800	6,820
9	78,200	7,130
10	81,600	7,440

	Relocation Program: $2,500 to relocate to the San Jose, CA. **per IRS Guidelines** http://www.irs.gov/taxtopics/tc455.html http://www.irs.gov/publications/p521/ar02.html **Candidate Travel:** $400 for interview
	Personal Time Off (PTO) 4 Days for start dates between July 1st - September 30th School Year Staff may accrue up to (8) PTO days (64) hours
	Sick Days

	Sick Days Will Roll Over Year-to-Year with a maximum accrual cap of (160) hours Full-time staff will earn (80) hours of sick time per year Not a Vested Benefit
	Tuition Reimbursement Up to $2K of Mission-Aligned Tuition Costs Will Be Reimbursed Annually (BTSA, etc.)
	Medical and Dental Coverage ACE Currently Pays 100% of Cost of Employee Coverage (Medical + Dental)

FREQUENTLY ASKED QUESTIONS

Q. **Does ACE match years worked in a school district and or charter school?**
A: Yes, considering that the candidate has a valid teaching credential or be in the process of receiving one, or have the ability to transfer an out-of-state credential to CA.

Q. What happens when a teacher reaches year 11?
A: The teacher will be paid an increase based on the current salary scale of $3,400 per year. At Year (**12**) the candidate will only receive a $1,500 increase per year.

Q. What do we do with teachers who have been teaching internationally?
A: ACE will honor years taught in US schools and not consider years taught abroad as we cannot validate those years.

Q. Does ACE accept or transfer sick and or vacation time to other districts?
A. Unfortunately, no we do not accept nor do we transfer sick and or vacation time to other districts.

Q. What do we do with teachers who have been teaching in a private school with no credential?
A: Teachers who have taught in a private school with no credential will come in at most at year-2 on the ACE teacher salary of $54,900.

Q. What do we do with teachers who have been teaching in a public school with an emergency credential?

A: Teachers who have been teaching on an emergency credential will be hired dependent on the candidate has been accepted and entering a teaching/ intern credential program.

Q. **How do we value half years of teaching experience?**
A: ACE will honor half years of teaching and this will be reflective on the ACE Teacher Salary Scale. However If a candidate is hired after February 15th the candidate will come in the following year at the same salary rate as the rate that the candidate was hired on at.

Appendix 5

Growth Cycle

2016-17 Growth Cycle Audit Tool

2016-17 Spring Growth Cycle Report

.E CULTURE RUBRIC SPRING 2016-2017

Your Name:_____School Name:_____Date:_____

Directions: Please visit all communal areas of the campus multiple times and engage with staff/students to gather data that can be used a s evidence in order to evaluate the criteria listed below.

Evaluation Guidelines: Most/Many = Approximately 1-2 infractions. Some = Approximately 3-4 infractions. Few/No = Approximately 5 or more infractions.

Once all areas of the rubric are completed for each category, please record the number of greens, yellows and reds in the overall score box for each section.

SAFE CAMPUS	Green	Yellow	Red	Notes
Supervision	Most of the campus communal areas are adequately supervised during breaks, transitions and lunch. Most supervisors are engaging with students to ensure appropriate behaviors and interactions.	Some of the campus communal areas are adequately supervised during breaks, transitions and lunch. Most supervisors are engaging with students to ensure compliance.	Few or no of the campus communal areas are adequately supervised during breaks, transitions and lunch. Few or no supervisors are engaging with students to ensure compliance.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Teacher and Student Interactions	Most teachers on campus are holding students accountable to rules/procedures and are actively encouraging/praising appropriate behavior.	Some teachers on campus are holding students accountable to rules/procedures and are actively encouraging/praising appropriate behavior.	Few or no teachers on campus are holding students accountable to rules/procedures and are not encouraging/praising appropriate behavior.	
Transitions	Most transitions observed are smooth, efficient, orderly and done with urgency.	Some transitions observed are smooth, efficient, orderly and done with urgency.	Few or no transitions observed are smooth, efficient, orderly and done with urgency.	
Purpose	Most students who are out of class are moving with purpose.	Some students who are out of class are moving with purpose.	Few or no students who are out of class are moving with purpose.	
Bathroom security	Most students are using the restroom with urgency and order.	Some students are using the restroom with urgency and order.	Few or no students are using the restroom with urgency and order.	
Vandalism	There are no problems with vandalism/defacement.	There are a few instances of vandalism/defacement.	There are many instances of vandalism/defacement.	Overall Score: greens yellows reds _____ _____ _____

DRESS CODE	Green	Yellow	Red	Notes
Student Dress and Expectations	Most students are in compliance with dress code and most students are immediately responsive to corrective feedback (please see dress code policy).	Some students are in compliance with dress code and some students are immediately responsive to corrective feedback (please see dress code policy).	Few or no students are in compliance with dress code and few or no students are immediately responsive to corrective feedback (please see dress code policy).	_____ _____ _____ _____ _____ _____ _____
Staff Expectations	Most staff members check student compliance with code and provide positive feedback/corrective intervention.	Some staff members check student compliance with code, and provide positive feedback/corrective intervention.	Few or no staff members check student compliance with code, and provide positive feedback/corrective intervention.	
Staff Dress	Most staff are in compliance with dress code.	Some staff are in compliance with dress code.	Few or no staff are in compliance with dress code.	Overall Score: greens yellows reds _____ _____ _____

.E CULTURE RUBRIC SPRING 2016-2017

CLEAN CAMPUS	Green	Yellow	Red	Notes
Staff room, front office, hallways, and quad	Most areas of the campus are clean, orderly and free of trash or clutter.	Some areas of the campus are clean, orderly and free of trash or clutter.	Few or no areas of the campus are clean, orderly and free of trash or clutter.	_____ _____ _____
Staff modeling	Most staff model maintaining a clean campus for students and encourage students to keep campus clean.	Some staff model maintaining a clean campus for students and encourage students to keep campus clean.	Few or no staff model maintaining a clean campus for students and they do not encourage students to keep campus clean.	_____ _____ _____ _____ _____
Student involvement	Most students engage in cleaning campus areas without prompting.	Some students engage in cleaning campus areas with some prompting.	Few or no students engage in cleaning campus areas and most need prompting.	Overall Score: greens yellows reds _____ _____ _____

WELCOMING	Green	Yellow	Red	Notes
Student Involvement	More than 2 students greet you with a handshake without prompting.	1-2 students greet you with a handshake with or without prompting from staff.	No students greet you with a handshake with or without prompting from staff.	_____ _____ _____ _____ _____ _____ _____ _____ _____
Graphic Displays	Many neatly displayed graphics are in many public spaces (Grow, Everyone, Everyday, 1.5, 3.0,Respect, Pride, Ganas).	Some neatly displayed graphics are in some public spaces (Grow, Everyone, Everyday, 1.5, 3.0, Respect, Pride, Ganas).	Few neatly displayed graphics are in a few public spaces (Grow, Everyone, Everyday, 1.5, 3.0, Respect, Pride, Ganas).	
Staff Interactions	Most staff greet students, families and other staff by name with a handshake.	Some staff greet students, families and other staff by name with a handshake.	Few staff greet students, families and other staff by name with a handshake.	
Administrator Interactions	Most administrators greet many students, staff and families by name with a handshake.	Some administrators greet some students, staff and families by name with a handshake.	Few or no administrators greet a few or no students, staff and families by name with a handshake.	
Front Office Staff Greeting	Front office staff members immediately acknowledge you. They greet you and most others in office and/or people on the phone in a timely fashion.	Front office staff members acknowledge you. They greet you, and some others in office and/or people on the phone.	Front office staff members do not acknowledge you. They do not greet you, and most others in the office and/or people on the phone.	
Front Office Staff Interaction	Front office staff proactively offer asssitance to most students, families, staff, and guests in person and/or on the phone	Front office staff offer assistance to some students, families, staff and guests in person and/or on the phone.	Front office staff offer assistance to few students, families, staff and guests in person and/or on the phone.	
Climate	Most people seem genuinely happy to be here and are genuinely happy you are here.	Some people seem genuinely happy to be here and are genuinely happy you are here.	Few people seem genuinely happy to be here and are genuinely happy you are here.	Overall Score: greens yellows reds _____ _____ _____

Additional Comments/Feedback/Observations:_____
_____
_____
_____
_____
_____

Culture of Optimism

Celebrations

Culture of Optimism	
Celebration	**Evidence**
School Wide Rituals/Habits (80%) • Threshold • On your Mark • Materials • Transitions • Engagement with lesson • Student Greeters	-Handshakes occurred -Student greeters knowledgeable, on point and offered up why the objective was important. -Smooth transitions -Well established routines -All teachers had a go to attention getter - Kids knew it.
Proactive Management (76%) • Strong Voice • Clear Expectations • Circulation	-Kids were doing what they were suppose to be doing eliminating need for corrections -One of the strongest areas -Demerits were given quickly and did not impact momentum -Lesson plans thoughtful and therefore helped with classroom management -Strategies to make sure kids were meeting the

	expectations were evident -100% strategy evident in Williams classroom -Making compliance visible was strong in these classes: - Cabrera, Castillo, Jimenez, Crosby, Sagahun -Expectations were clear -Circulation held kids accountable - Ho/Sagahun were exemplars

Quick Fixes

Culture of Optimism		
Quick Fix	**Evidence**	**Suggestions for Improvement**
Cultivating a Growth Mindset (43%) • At least twice, precise praise is given	-Praise given, but not specific - "good job," "great," etc.	-practice -model in PD -use sentence stems -identifying precise praise areas for teachers; -urgency, risk taking, perseverance, effort, academic excellence -embed structure into classroom practice -give evidence for praise
Cultivating a Growth Mindset (43%)	-didn't always happen -surface level connections made - "college" was a common response,	-some teachers did this well -script into lessons -write on board under the objective

• Connecting instruction to a greater meaning	but not clear what for in college	-video taping exemplars -embed into exit tickets/Do Nows -reinforce desired behavior with staff

Strategic Intervention

Culture of Optimism		
Strategic Intervention Needs	Evidence	Suggestions for Improvement
Cultivating a Growth Mindset (43%) • Support learning when mistakes are made	-some lessons didn't allow for mistakes to be made -students were let off the hook at times	-evaluating lessons for where misconceptions can and should occur -Castillo did a great job of supporting student misunderstanding -PD around when mistakes occur, how should the teacher react in order to develop tool kit -Examine mindset and level of rigor of lessons

College Ready Confidence

Celebrations (Greens)

College Ready Confidence	
Celebration	**Evidence**
Key Content (95%) • Do Now timing • Do now Cognitive work • Objective Alignment • Grade Level Appropriate	-Do Now was done independent -Do Now cognitive and done efficiently -Do Now not explicitly connected, but teacher scaffolded learning to connection (Castillo) -Connection of science topic and ELA standards/topic -Objectives aligned and grade level appropriate
Instructional Practice (48%)	-Grew 11%

Quick Fixes (Yellows)

College Ready Confidence		
Quick Fix	**Evidence**	**Suggestions for Improvement**
Instructional Practice (48%) • Students doing Cognitive Lifting - (for those who aren't doing it)	-mostly teacher talk -limited opportunities for students to participate -½ classrooms were doing this and ½ weren't -tasks didn't necessarily lend themselves to students doing the cognitive lifting -student group work was driven by one student	-PD around how to do this - Embedding what students are doing into lessons - Suggested reading "Get Better Faster" -Coach teachers who need this -Embed into lesson plans -Time teacher talk -Increase think/pair/share -Push for evidence based responses to increase student input

Strategic Interventions (Reds)

College Ready Confidence		
Strategic Intervention Needs	**Evidence**	**Suggestions for Improvements/Positives**
Instructional Practice (48%) • CFUs	-cold calling - limited to a few students -CFUs mainly done about directions instead of learning	-white boards PD -Sagahun had a crayon holding up practice to check for understanding that was great

		-Use of circulation for CFU to evaluate for multiple student learning
Instructional Practice (48%) • Metacognitive Line of Questioning	-only happened in limited classrooms -weren't strategically planned -a lot of unpurposeful "why" -closed lines of questioning	-Sagahun did this well too. -teachers need to model how this happens (think alouds/text talks) -instead of asking where is the evidence have teachers ask students to explain evidence

Other Notable Findings/Comments:

-Improvements were observed from members of the team who were here during cycle 1

-Management and quality of instruction high.

-Respect between teachers and students is obvious.

-Culture on campus seems positive.

-Learning objectives sometimes seemed too big for one lesson.

-Exit tickets didn't align with objectives sometimes.

Appendix 6

Curriculum Scope and Sequence

5th - 8th Grade EngageNY/EL Education in ELA

5th - 8th Grade EngageNY/Eureka in Mathematics

EL Education-Aligned Online ELA 17-18
Grade 5

Assessment 1	Assessment 2	Assessment 3	Assessment 4
LINKED (2) Literature-Story Literature-Story RL.5.1 RL.5.2 RL.5.3 RL.5.6 RL.5.9 RL.5.4 L.5.4 L.5.5	Literature-Poetry RL.5.1 RL.5.2 RL.5.5 RL.5.4 L.5.4 L.5.5	Literature-Traditional Literature RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.4 L.5.4 L.5.5	Informational-Scientific/Technical RI.5.1 RI.5.2 RI.5.3 RI.5.8 RI.5.4 L.5.4 L.5.5
Informational-Historical RI.5.1 RI.5.2 RI.5.3 RI.5.8 RI.5.4 L.5.4 L.5.5 W.5.3	LINKED (2) Informational-Scientific/Technical Informational-Scientific/Technical RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.4 L.5.4 L.5.5 W.5.2	LINKED (2) Informational-Historical Informational-Literary Nonfiction RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.6 RI.5.8 RI.5.4 L.5.4 L.5.5 W.5.1	Literature-Story RL.5.1 RL.5.2 RL.5.3 RL.5.6 RL.5.4 L.5.4 L.5.5 W.5.2
14-16 Machine-Scored	12-14 Machine-Scored	14-16 Machine-Scored	11-13 Machine-Scored
2 Teacher-Scored	2 Teacher-Scored	2 Teacher-Scored	1 Teacher-Scored

General Notes

- Machine-scored items will include selected response, multiple select, evidence-based selected response, and technology-enhanced items.
- Teacher-scored items will include short answer (reading) and prose constructed response (writing).
- Guidelines around how standards are assessed will be shared via the SAS support doc. R.4, L.4, and L.5 are listed for all text sets. Decisions on final standards assessed will be dependent on selected passages and updated on myANet no later than 4-6 weeks before administration. No more than 10% of listed standards are subject to change.

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EL Education-Aligned Online ELA 17-18
Grade 6

Assessment 1	Assessment 2	Assessment 3	Assessment 4
Informational-Historical RI.6.1 RI.6.2 RI.6.3 RI.6.5 RI.6.8 RI.6.4 L.6.4 L.6.5	Informational-Literary Nonfiction RI.6.1 RI.6.2 RI.6.3 RI.6.5 RI.6.6 RI.6.4 L.6.4 L.6.5	Literature-Traditional Literature RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.4 L.6.4 L.6.5	Literature-Story RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.4 L.6.4 L.6.5
Literature-Traditional Literature RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.4 L.6.4 L.6.5 W.6.3	LINKED (2) Literature-Story Literature-Poetry RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.9 RL.6.4 L.6.4 L.6.5 W.6.1	LINKED (2) Informational-Literary Nonfiction Informational-Literary Nonfiction RI.6.1 RI.6.2 RI.6.3 RI.6.5 RI.6.6 RI.6.9 RI.6.4 L.6.4 L.6.5 W.6.2	LINKED (2) Informational-Scientific/Technical Informational-Scientific/Technical RI.6.1 RI.6.2 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9 RI.6.4 L.6.4 L.6.5 W.6.1
11-13 Machine-Scored	14-16 Machine-Scored	14-16 Machine-Scored	14-16 Machine-Scored
2 Teacher-Scored	2 Teacher-Scored	2 Teacher-Scored	1 Teacher-Scored

General Notes

- Machine-scored items will include selected response, multiple select, evidence-based selected response, and technology-enhanced items.
- Teacher-scored items will include short answer (reading) and prose constructed response (writing).
- Guidelines around how standards are assessed will be shared via the SAS support doc. R.4, L.4, and L.5 are listed for all text sets. Decisions on final standards assessed will be dependent on selected passages and updated on myANet no later than 4-6 weeks before administration. No more than 10% of listed standards are subject to change.

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EL Education-Aligned Online ELA 17-18
Grade 7

Assessment 1	Assessment 2	Assessment 3	Assessment 4
Informational-Historical RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.6 RI.7.4 L.7.4 L.7.5	Literature-Story RL.7.1 RL.7.2 RL.7.3 RL.7.6 RL.7.4 L.7.4 L.7.5	LINKED (2) Informational-Historical Informational-Historical RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.8 RI.7.9 RI.7.4 L.7.4 L.7.5	Informational-Literary Nonfiction RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.6 RI.7.4 L.7.4 L.7.5
LINKED (2) Literature-Story Literature-Story RL.7.1 RL.7.2 RL.7.3 RL.7.6 RL.7.9 RL.7.4 L.7.4 L.7.5 W.7.2	Informational-Historical RI.7.1 RI.7.3 RI.7.5 RI.7.6 RI.7.8 RI.7.4 L.7.4 L.7.5 W.7.1	Literature-Poetry RL.7.1 RL.7.2 RL.7.3 RL.7.5 RL.7.4 L.7.4 L.7.5 W.7.3	LINKED (2) Informational-Scientific/Technical Informational-Scientific/Technical RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.6 RI.7.8 RI.7.9 RI.7.4 L.7.4 L.7.5 W.7.1
14-16 Machine-Scored	11-13 Machine-Scored	12-14 Machine-Scored	14-16 Machine-Scored
2 Teacher-Scored	2 Teacher-Scored	2 Teacher-Scored	1 Teacher-Scored

General Notes

- Machine-scored items will include selected response, multiple select, evidence-based selected response, and technology-enhanced items.
- Teacher-scored items will include short answer (reading) and prose constructed response (writing).
- Guidelines around how standards are assessed will be shared via the SAS support doc. R.4, L.4, and L.5 are listed for all text sets. Decisions on final standards assessed will be dependent on selected passages and updated on myANet no later than 4-6 weeks before administration. No more than 10% of listed standards are subject to change.

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EL Education-Aligned Online ELA 17-18
Grade 8

Assessment 1	Assessment 2	Assessment 3	Assessment 4
Informational-Literary Nonfiction RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 RI.8.8 RI.8.4 L.8.4 L.8.5	Informational-Historical RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.8 RI.8.4 L.8.4 L.8.5	Literature-Story RL.8.1 RL.8.2 RL.8.3 RL.8.6 RL.8.4 L.8.4 L.8.5	Informational-Literary Nonfiction RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.4 L.8.4 L.8.5
Literature-Poetry RL.8.1 RL.8.2 RL.8.3 RL.8.4 L.8.4 L.8.5 W.8.3	LINKED (2) Literature-Story Literature-Traditional Literature RL.8.1 RL.8.2 RL.8.3 RL.8.5 RL.8.6 RL.8.9 RL.8.4 L.8.4 L.8.5 W.8.1	LINKED (2) Informational-Historical Informational-Historical RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 RI.8.8 RI.8.9 RI.8.4 L.8.4 L.8.5 W.8.2	LINKED (2) Informational-Scientific/Technical Informational-Scientific/Technical RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.8 RI.8.9 RI.8.4 L.8.4 L.8.5 W.8.1
9-11 Machine-Scored	14-16 Machine-Scored	14-16 Machine-Scored	14-16 Machine-Scored
2 Teacher-Scored	2 Teacher-Scored	2 Teacher-Scored	1 Teacher-Scored

General Notes

- Machine-scored items will include selected response, multiple select, evidence-based selected response, and technology-enhanced items.
- Teacher-scored items will include short answer (reading) and prose constructed response (writing).
- Guidelines around how standards are assessed will be shared via the SAS support doc. R.4, L.4, and L.5 are listed for all text sets. Decisions on final standards assessed will be dependent on selected passages and updated on myANet no later than 4-6 weeks before administration. No more than 10% of listed standards are subject to change.

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E Math Online 17-18
Grade 5

Domain	Cluster	Assessment 1 Standard	Assessment 2 Standard	Assessment 3 Standard	Assessment 4 Standard	Brief Description
Number and Operations in Base Ten	Major 5.NBT.A	5.NBT.A *				
		5.NBT.A.1	5.NBT.A.1			Recognize Relative Place Value in a Multi-Digit Number
		5.NBT.A.2	5.NBT.A.2			Use and Explain Powers of 10 to Multiply and Divide
		5.NBT.A.3	5.NBT.A.3			Read, Write, and Compare Decimals to the Thousandths
		5.NBT.A.3.a	5.NBT.A.3.a			Read and Write Decimals
		5.NBT.A.3.b	5.NBT.A.3.b			Compare Decimals
		5.NBT.A.4	5.NBT.A.4			Round Decimals
	Major 5.NBT.B	5.NBT.B.5	5.NBT.B.5	5.NBT.B.5		Multiply Multi-Digit Whole Numbers
			5.NBT.B.6	5.NBT.B.6		Divide Whole Numbers
		5.NBT.B.7 *	5.NBT.B.7 *	5.NBT.B.7 *		Compute with Decimals
Number and Operations-Fractions	Major 5.NF.A		5.NF.A.1	5.NF.A.1		Add and Subtract Fractions
			5.NF.A.2	5.NF.A.2		Add and Subtract Fraction Word Problems
	Major 5.NF.B			5.NF.B.3		Interpret Fractions as Quotients
				5.NF.B.4	5.NF.B.4	Multiply Fractions
				5.NF.B.4.a		Multiply Fractions and Interpret Products
					5.NF.B.4.b	Area with Fractional Side Lengths
				5.NF.B.5		Interpret Multiplication as Scaling
				5.NF.B.5.a		Compare Sizes of Factors with Sizes of Products
				5.NF.B.5.b		Explain the Results of Multiplying by a Fraction
				5.NF.B.6	5.NF.B.6	Multiply Fractions Word Problems
				5.NF.B.7	5.NF.B.7	Divide Unit Fractions and Whole Numbers
				5.NF.B.7.a	5.NF.B.7.a	Interpret Division of a Unit Fraction by a Whole Number
				5.NF.B.7.b	5.NF.B.7.b	Interpret Division of a Whole Number by Unit Fraction
				5.NF.B.7.c		Solve Real-World Problems by Dividing Whole Numbers and Unit Fractions
Measurement and Data	Supporting 5.MD.A		5.MD.A.1 *		5.MD.A.1 *	Unit Conversions within a System
	Supporting 5.MD.B			5.MD.B.2		Make and Use Fractional Line Plots
	Major 5.MD.C				5.MD.C.4	Measure Volume by Counting Unit Cubes
					5.MD.C.5	Relate Volume to Multiplication and Addition
					5.MD.C.5.a	Find Volume by Packing Rectangular Prisms with Unit Cubes
					5.MD.C.5.b	Find the Volume of Rectangular Prisms by Using Formulas
					5.MD.C.5.c	Find the Volume of Rectangular Prism Compositions
Operations and Algebraic Thinking	Additional 5.OA.A		5.OA.A.1 *			Use Parentheses to Evaluate Expressions
			5.OA.A.2			Write and Interpret Numerical Expressions
	Additional 5.OA.B				5.OA.B.3	Generate Patterns, Identify and Graph Relationships Between Patterns
Geometry	Additional 5.G.A				5.G.A.1	Understand the Coordinate System
					5.G.A.2	Graph and Interpret Coordinate Points
	Additional 5.G.B				5.G.B.3	Understand Hierarchy of 2-D Figures Based on Attributes
					5.G.B.4	Classify 2-D Figures in a Hierarchy

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Standard Restrictions	* Cluster 5.NBT.A in Assessment 1 will be assessed through a constructed-response item. * 5.NBT.B.7 in Assessment 1 is restricted to addition and subtraction of decimals.	* 5.MD.A.1 in Assessment 2 will not assess converting a fractional unit by a fractional conversion rate. * 5.NBT.B.7 in Assessment 2 is restricted to reviewing addition and subtraction of decimals. * 5.OA.A.1 in Assessment 2 is restricted to solving expressions with whole numbers.	* 5.NBT.B.7 in Assessment 3 will assess multiplication and division of decimals.	* 5.MD.A.1 in Assessment 4 will assess the full breadth of the standard.
Materials	- Reference Sheet Allowed, ANet-Provided - Calculator Not Allowed	- Reference Sheet Allowed, ANet-Provided - Calculator Not Allowed	- Reference Sheet Allowed, ANet-Provided - Calculator Not Allowed	- Reference Sheet Allowed, ANet-Provided - Calculator Not Allowed - Graph Paper Suggested, Teacher-Provided
Total Items	19-23 Machine-Scored	27-31 Machine-Scored	26-30 Machine-Scored	23-27 Machine-Scored
	4 Teacher-Scored	4 Teacher-Scored	4 Teacher-Scored	4 Teacher-Scored
Additional Standard Notes	- 5.MD.C.3 does not appear on the SAS because it will be assessed through 5.MD.C.4 and 5.MD.C.5; it may appear as a secondary standard on constructed response.			
General Notes	- Some teacher-scored items may assess at the cluster level after all the standards in that cluster have been assessed. - Some standards with components may be assessed through machine-scored and/or teacher-scored items after all components have been assessed. - The total number of machine-scored items will be distributed across item counts by standard, and will include a combination of selected-response, multiple-select, numerical-response, and technology-enhanced items. - Approximately 20-30% of items across all interims will be multiple-select or technology-enhanced items. The number of multiple-select and technology-enhanced items will vary by interim based on the standards. - Teacher-scored items will include a combination of 2-point and 4-point constructed-response items.			

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E Math Online 17-18
Grade 6

		Assessment 1	Assessment 2	Assessment 3	Assessment 4	
Domain	**Cluster**	**Standard**	**Standard**	**Standard**	**Standard**	**Brief Description**
The Number System	Major 6.NS.A	6.NS.A.1	6.NS.A.1			Interpret, Compute, and Solve Word Problems with Division of Fractions
	Additional 6.NS.B		6.NS.B.2			Divide Multi-Digit Whole Numbers
			6.NS.B.3			Compute with Decimals
			6.NS.B.4			Greatest Common Factor, Least Common Multiple, and the Distributive Property
	Major 6.NS.C		6.NS.C *			
			6.NS.C.5			Understand Contextual Positive and Negative Rational Numbers
			6.NS.C.6	6.NS.C.6		Undersand Rational Numbers as Points on the Number Line and Coordinate Plane
			6.NS.C.6.a			Recognize Opposites
			6.NS.C.6.b			Understand Locations of Ordered Pairs
			6.NS.C.6.c	6.NS.C.6.c		Position Rational Numbers on Number Lines and Coordinate Planes
			6.NS.C.7		6.NS.C.7	Understand Ordering and Absolute Value of Rational Numbers
			6.NS.C.7.a			Interpret Inequalities as Relative Positions on a Number Line
			6.NS.C.7.b		6.NS.C.7.b	Write, Interpret, and Explain Order of Rational Numbers in Real-World Contexts
			6.NS.C.7.c			Understand Absolute Value
			6.NS.C.7.d			Distinguish Absolute Value from Order
			6.NS.C.8			Solve Real-World and Mathematical Problems with Coordinate Points and Distance
Ratios and Proportional Relationships	Major 6.RP.A	6.RP.A.1				Understand Ratios and Describe Ratio Relationships
		6.RP.A.2	6.RP.A.2			Understand Unit Rates
		6.RP.A.3		6.RP.A.3	6.RP.A.3	Solve Problems with Ratios and Rates
		6.RP.A.3.a				Use Tables and Graphs to Make and Compare Ratios
		6.RP.A.3.b		6.RP.A.3.b		Solve Unit Rate Problems
		6.RP.A.3.c		6.RP.A.3.c		Solve Percent Problems
		6.RP.A.3.d			6.RP.A.3.d	Use Ratios to Convert Measurement Units
Expressions and Equations	Major 6.EE.A			6.EE.A.1		Write and Evaluate Numerical Expressions Involving Exponents
				6.EE.A.2	6.EE.A.2	Read, Write, and Evaluate Algebraic Expressions
				6.EE.A.2.a		Write Algebraic Expressions
				6.EE.A.2.b		Identify Parts of Expressions
				6.EE.A.2.c	6.EE.A.2.c	Evaluate Algebraic Expressions
				6.EE.A.3		Generate Equivalent Expressions
				6.EE.A.4		Identify Equivalent Expressions
	Major 6.EE.B			6.EE.B.5		Understand Solutions to Equations and Inequalities
				6.EE.B.6		Use Variables to Represent Numbers and Write Expressions
				6.EE.B.7	6.EE.B.7	Write and Solve One-Step Real-World and Mathematical Equations
				6.EE.B.8		Write and Represent Real-World and Mathematical Inequalities
	Major 6.EE.C			6.EE.C.9	6.EE.C.9	Represent and Analyze Relationships Between Variables in Equations, Graphs, and Tables
Geometry	Supporting 6.G.A				6.G.A.1	Area of Polygons by Composition and Decomposition
					6.G.A.2	Volume of Rectangular Prisms with Fractional Edge Lengths
					6.G.A.3	Polygons in the Coordinate Plane
					6.G.A.4	Nets and Surface Area

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Statistics and Probability	Additional 6.SP.A				6.SP.A.1	Recognize Statistical Questions
					6.SP.A.2	Describe the Distribution of Data Sets
					6.SP.A.3	Recognize Difference Between Measures of Center and Variation in Summarizing Data
	Additional 6.SP.B				6.SP.B.4	Display Data in Dot Plots, Histograms, and Box Plots
					6.SP.B.5	Summarize Numerical Data in Relation to Context
					6.SP.B.5.a	Report Number of Observations
					6.SP.B.5.b	Describe Attributes of Data
					6.SP.B.5.c	Find Quantitative Measures of Center/Vairability and Describe Patterns
					6.SP.B.5.d	Relate Measures of Center/Variation to Data Distibution and Context

Standard Restrictions		* Cluster 6.NS.C in Assessment 2 will be assessed through a constructed-response item.		
Materials	- Reference Sheet Allowed, ANet-Provided - Calculator Section - Graph Paper Suggested, Teacher-Provided	- Reference Sheet Allowed, ANet-Provided - Calculator Not Allowed - Graph Paper Suggested, Teacher-Provided	- Reference Sheet Allowed, ANet-Provided - Calculator Section - Graph Paper Suggested, Teacher-Provided	- Reference Sheet Allowed, ANet-Provided - Calculator Section - Graph Paper Suggested, Teacher-Provided
Total Items	20-24 Machine-Scored	26-30 Machine-Scored	26-30 Machine-Scored	26-30 Machine-Scored
	4 Teacher-Scored	4 Teacher-Scored	4 Teacher-Scored	4 Teacher-Scored
General Notes	- Some teacher-scored items may assess at the cluster level after all the standards in that cluster have been assessed. - Some standards with components may be assessed through machine-scored and/or teacher-scored items after all components have been assessed. - The total number of machine-scored items will be distributed across item counts by standard, and will include a combination of selected-response, multiple-select, numerical-response, and technology-enhanced items. - Approximately 20-30% of items across all interims will be multiple-select or technology-enhanced items. The number of multiple-select and technology-enhanced items will vary by interim based on the standards. - Teacher-scored items will include a combination of 2-point and 4-point constructed-response items.			

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E Math Online 17-18
Grade 7

		Assessment 1	Assessment 2	Assessment 3	Assessment 4	
Domain	**Cluster**	**Standard**	**Standard**	**Standard**	**Standard**	**Brief Description**
The Number System	Major 7.NS.A		7.NS.A *			
		7.NS.A.1	7.NS.A.1			Add and Subtract Rational Numbers
		7.NS.A.1.a				Describe Contextual Opposites that Sum to Zero
		7.NS.A.1.b				Understand and Interpret Sums of Rational Numbers
		7.NS.A.1.c				Understand Subtraction as Adding the Inverse and Distance as Absolute Value
		7.NS.A.1.d	7.NS.A.1.d			Apply Properties of Operations to Add and Subtract Rational Numbers
			7.NS.A.2		7.NS.A.2	Multiply and Divide Rational Numbers
			7.NS.A.2.a			Understand and Interpret Products of Rational Numbers
			7.NS.A.2.b			Understand and Interpret Quotients of Rational Numbers
			7.NS.A.2.c		7.NS.A.2.c	Apply Properties of Operations to Multiply and Divide Rational Numbers
			7.NS.A.2.d			Convert Rational Numbers to Decimals
			7.NS.A.3	7.NS.A.3		Solve Real-World and Mathematical Problems with Rational Numbers
Ratios and Proportional Relationships	Major 7.RP.A	7.RP.A.1	7.RP.A.1			Compute Unit Rates with Fractions
		7.RP.A.2	7.RP.A.2		7.RP.A.2	Recognize and Represent Proportional Relationships
		7.RP.A.2.a				Identify Proportional Relationships
		7.RP.A.2.b			7.RP.A.2.b	Identify the Constant of Proportionality in Tables, Graphs, Equations, Diagrams, and Verbal Descriptions
		7.RP.A.2.c	7.RP.A.2.c			Represent Proportional Relationships By Equations
		7.RP.A.2.d	7.RP.A.2.d			Explain Coordinate Points of Proportional Relationships
				7.RP.A.3	7.RP.A.3	Solve Multi-Step Ratio and Percent Problems
Expressions and Equations	Major 7.EE.A		7.EE.A.1		7.EE.A.1	Add, Subtract, Factor, and Expand Linear Expressions
				7.EE.A.2		Understand Contextual Equivalent Expressions
	Major 7.EE.B			7.EE.B.3	7.EE.B.3	Solve Multi-Step Real-World and Mathematical Problems with Rational Numbers
				7.EE.B.4	7.EE.B.4	Use Variables and Construct Equations and Inequalities to Solve Problems
				7.EE.B.4.a	7.EE.B.4.a	Write and Solve Two-Step Real-World and Mathematical Equations
				7.EE.B.4.b	7.EE.B.4.b	Solve and Graph Two-Step Real-World and Mathematical Inequalities
Geometry	Additional 7.G.A	7.G.A.1				Solve Problems Involving Scale Drawings
					7.G.A.2	Draw Geometric Shapes and Analyze Triangle Conditions
					7.G.A.3	Describe 2-D Figures Resulting From Slicing 3-D Figures
	Additional 7.G.B			7.G.B.4		Solve Problems Involving Area and Circumference of Circles
					7.G.B.5	Solve Multi-Step Angle Problems
					7.G.B.6	Solve Real-World and Mathematical Problems Involving Area, Volume, and Surface Area

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Statistics and Probability	Supporting 7.SP.A				7.SP.A.1	Understand Sampling
					7.SP.A.2	Generate Samples and Draw Inferences
	Additional 7.SP.B				7.SP.B.3	Assess Visual Overlap of Two Data Distributions
					7.SP.B.4	Draw Inferences from Measures of Center and Variability
	Supporting 7.SP.C			7.SP.C.5		Understand Probability and Likelihood
				7.SP.C.6		Approximate Probability and Predict Frequency
				7.SP.C.7		Develop and Use Probability Models and Compare to Observed Frequencies
				7.SP.C.7.a		Develop and Use Uniform Probability Models
				7.SP.C.7.b		Develop Probability Models from Observations
				7.SP.C.8		Find Probability of Compound Events
				7.SP.C.8.a		Understand Probability and Compound Events
				7.SP.C.8.b		Represent Sample Spaces for Compound Events
				7.SP.C.8.c *		Design and Use a Simulation for Compound Events

Standard Restrictions		* Cluster 7.NS.A in Assessment 2 will be assessed through a constructed-response item.	* 7.SP.C.8.c will not be assessed through machine-scored items; it may be assessed through constructed-response items.	
Materials	- Reference Sheet Allowed, ANet-Provided - Calculator Section	- Reference Sheet Allowed, ANet-Provided - Calculator Not Allowed	- Reference Sheet Allowed, ANet-Provided - Calculator Section	- Reference Sheet Allowed, ANet-Provided - Calculator Section
Total Items	23-27 Machine-Scored	21-25 Machine-Scored	25-29 Machine-Scored	24-28 Machine-Scored
	4 Teacher-Scored	4 Teacher-Scored	4 Teacher-Scored	4 Teacher-Scored
General Notes	- Some teacher-scored items may assess at the cluster level after all the standards in that cluster have been assessed. - Some standards with components may be assessed through machine-scored and/or teacher-scored items after all components have been assessed. - The total number of machine-scored items will be distributed across item counts by standard, and will include a combination of selected-response, multiple-select, numerical-response, and technology-enhanced items. - Approximately 20-30% of items across all interims will be multiple-select or technology-enhanced items. The number of multiple-select and technology-enhanced items will vary by interim based on the standards. - Teacher-scored items will include a combination of 2-point and 4-point constructed-response items.			

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E Math Online 17-18
Grade 8

Domain	Cluster	Assessment 1 Standard	Assessment 2 Standard	Assessment 3 Standard	Assessment 4 Standard	Brief Description
Expressions and Equations	Major 8.EE.A	8.EE.A.1			8.EE.A.1	Properties of Integer Exponents
					8.EE.A.2	Square Root and Cube Root Equations and Solutions
		8.EE.A.3	8.EE.A.3			Express and Estimate Numbers Using Powers of Ten
		8.EE.A.4	8.EE.A.4			Perform Operations with Scientific Notation
	Major 8.EE.B		8.EE.B *			
			8.EE.B.5	8.EE.B.5		Graph, Interpret, and Compare Proportional Relationships
			8.EE.B.6			Explain Slope and Derive Linear Equations
	Major 8.EE.C		8.EE.C.7	8.EE.C.7		Solve Linear Equations in One Variable
			8.EE.C.7.a	8.EE.C.7.a		Understand Solutions to Linear Equations
			8.EE.C.7.b	8.EE.C.7.b		Solve Multi-Step Linear Equations
				8.EE.C.8	8.EE.C.8	Analyze and Solve Pairs of Simultaneous Linear Equations
				8.EE.C.8.a		Understand Solutions to a System of Linear Equations Graphically
				8.EE.C.8.b		Solve Systems of Linear Equations Algebraically, Graphically, and by Inspection
				8.EE.C.8.c	8.EE.C.8.c	Solve Real-World and Mathematical Problems Using Systems of Linear Equations
Functions	Major 8.F.A			8.F.A.1		Understand and Graph Functions
				8.F.A.2	8.F.A.2	Compare Properties of Two Functions Represented Differently
				8.F.A.3		Interpret Equations as Linear and Nonlinear Functions
	Major 8.F.B			8.F.B.4	8.F.B.4	Construct and Interpret Linear Functions
				8.F.B.5		Describe Functions Qualitatively
Geometry	Major 8.G.A		8.G.A *			
		8.G.A.1				Understand Properties of Transformations: Lines, Angles, and Parallel Lines
		8.G.A.2				Transformations and Congruency
		8.G.A.3	8.G.A.3			Transformations and Coordinates
			8.G.A.4			Transformations and Similarity
			8.G.A.5			Understand and Manipulate Angles to Establish Facts
	Major 8.G.B				8.G.B.6 *	Pythagorean Theorem Proof and its Converse
					8.G.B.7	Real-World and Mathematical Pythagorean Theorem Applications in 2-D and 3-D
					8.G.B.8	Pythagorean Theorem and Distance in a Coordinate System
	Additional 8.G.C				8.G.C.9	Volume: Cones, Cylinders, and Spheres
The Number System	Supporting 8.NS.A				8.NS.A.1	Rational Numbers, Irrational Numbers, and Decimal Expansion
					8.NS.A.2	Irrational Numbers and Rational Approximations
Statistics and Probability	Supporting 8.SP.A			8.SP.A.1		Construct, Interpret, and Describe Scatter Plots
				8.SP.A.2		Model Relationships with Trend Lines
					8.SP.A.3	Use and Interpret Linear Models
					8.SP.A.4	Understand, Construct, and Interpret Two-Way Tables

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Standard Restrictions		* Cluster 8.EE.B in Assessment 2 will be assessed through a constructed-response item. * Cluster 8.G.A in Assessment 2 will be assessed through a constructed-response item.		* 8.G.B.6 will not be assessed through machine-scored items; it may be assessed through constructed-response items.
Materials	- Reference Sheet Allowed, ANet-Provided - Calculator Not Allowed - Graph Paper Suggested, Teacher-Provided - Tracing Paper Suggested, Teacher-Provided	- Reference Sheet Allowed, ANet-Provided - Calculator Section - Graph Paper Suggested, Teacher-Provided - Tracing Paper Suggested, Teacher-Provided	- Reference Sheet Allowed, ANet-Provided - Calculator Section - Graph Paper Suggested, Teacher-Provided	- Reference Sheet Allowed, ANet-Provided - Calculator Section - Graph Paper Suggested, Teacher-Provided - Tracing Paper Suggested, Teacher-Provided
Total Items	15-19 Machine-Scored	20-24 Machine-Scored	27-31 Machine-Scored	27-31 Machine-Scored
	4 Teacher-Scored	4 Teacher-Scored	4 Teacher-Scored	4 Teacher-Scored
Additional Standard Notes	- 8.G.A.1.a, 8.G.A.1.b, and 8.G.A.1.c do not appear on the SAS because they will be assessed through 8.G.A.1.			
General Notes	- Some teacher-scored items may assess at the cluster level after all the standards in that cluster have been assessed. - Some standards with components may be assessed through machine-scored and/or teacher-scored items after all components have been assessed. - The total number of machine-scored items will be distributed across item counts by standard, and will include a combination of selected-response, multiple-select, numerical-response, and technology-enhanced items. - Approximately 20-30% of items across all interims will be multiple-select or technology-enhanced items. The number of multiple-select and technology-enhanced items will vary by interim based on the standards. - Teacher-scored items will include a combination of 2-point and 4-point constructed-response items.			

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Appendix 7

Serving All Students

SST Referral Form

SST Meeting Templates

EL Classification and Reclassification Notification

ACE Charter School

Student Success Team Referral

Student Name:	**Grade:**	**Date of Birth:**
Home Room Teacher:	**Referred By:**	**Date:**
Parent/Guardian Name:	**Phone:**	**Parent Language:**

Assets/Strengths/Interest (please use *40 Developmental Assets* form for this section)				
Current Data (if applicable)				
	Meeting 1	***Meeting 2***	***Meeting 3***	***Meeting 4***
Grades	ELA Math Science Other			
# of unexcused absences				
# of absences				
# of tardies				
# of referrals				
# of suspensions				
CElDT Scores:	***CST/CMA Scores:***		***NWEA Scores***	

Current Interventions	
School Based	***Community Based***
□ In- Class Differentiation (be specific) □ One on one check ins outside classroom □ Small Group Instruction □ Positive Behavior Management □ Accommodations for Assignments (be specific): □ Rewards □ Parent Conference □ Preferred Seating □ After School Program:_____ □ Other	□ Counseling Services:_____ □ After School Program:_____ □ Outside Agency:_____ □ Other:_____ □ Other: _____

ACE Charter School

Student Success Team Referral

Academic Concerns		
□ Memory Difficulties	□ Attendance/ Truancy	□ Other:
□ Fine Motor Difficulties	□ Poor Organization Skills	□ Other:
□ Gross Motor Difficulties	□ Short Attention Span	
□ Lack of Work Completion	□ Time Management	
□ Lack of Turning in Homework	□ Language Development	

Social *Emotional*Behavioral Concerns		
□ Inattention	□ Does not want to follow directions	□ Stealing
□ Distractibility	□ Bullying/ Teasing/ Threatening	□ Anxiety
□ Unmotivated	□ Chronically Disruptive	□ Self Esteem/ Self Worth
□ Difficulty with Peer Interactions	□ Sexualized Behavior	□ Grief
□ Anger Management (irritable, low frustration tolerance)	□ Sexual Harassment	□ Appears Depressed, Sad, Withdrawn
□ Aggressive with others	□ Gender Identity	□ Gang Involvement
		□ Other

Health Concerns		
□ Headaches	□ Eye Sight (glasses)	□ Other:
□ Earaches	□ Shortness of breath (asthma)	□ Other:
□ Hygiene	□ Medications	
□ Fatigue	□ Physical Disability	
□ Stomach Complaints		

ACE Charter Schools

Student Success Team (SST)

Meeting #1

Meeting #1 – Student Information			
Student Name:	Homeroom Teacher:	Grade:	Date:

Meeting #1 – Current Performance				
Assets/Strengths – Use "41 Developmental" Assets Form	Current Modifications	Concerns/Questions?	Possible Causes?	Brainstorm Possible Interventions
Go back and prioritize concerns and brainstorming strategies				

Meeting #1 – Action Plan		
Intervention Selected	Who will be responsible?	Date to be completed?

Meeting #1 – Action Plan			
Student will	**Family will . . . . .**	**Teacher/School will. . . . .**	**By what date?**

Meeting #1 - Meeting Record			
Staff Participants	Family Participants	Other Participants	Date of Next SST
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	
Comments?			

ACE Charter Schools

Student Success Team (SST)

Meeting #2

Meeting #2 – Student Information			
Student Name:	Homeroom Teacher:	Grade:	Date:

Intervention Selected	Who was responsible?	Outcome?

Meeting #2 – Current Performance				
Assets/Strengths – Use "41 Developmental" Assets Form	Current Modifications	Concerns/Questions?	Possible Causes?	Brainstorm Possible Interventions
Go back and prioritize concerns and brainstorming strategies				

Meeting #2 – Action Plan			
Student will	**Family will . . . . .**	**Teacher/School will. . . . .**	**By what date?**

Meeting #2 - Meeting Record			
Staff Participants	Family Participants	Other Participants	Date of Next SST
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	
Comments?			

ACE Charter Schools

Student Success Team (SST)

Meeting #3

Meeting #3 – Student Information			
Student Name:	Homeroom Teacher:	Grade:	Date:

Intervention Selected	Who was responsible?	Outcome?

Meeting #3 – Current Performance				
Assets/Strengths – Use "41 Developmental" Assets Form	Current Modifications	Concerns/Questions?	Possible Causes?	Brainstorm Possible Interventions
Go back and prioritize concerns and brainstorming strategies				

Meeting #3 – Action Plan			
Student will	**Family will . . . . .**	**Teacher/School will. . . . .**	**By what date?**

Meeting #3 - Meeting Record			
Staff Participants	Family Participants	Other Participants	Date of Next SST
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	
Comments?			

ACE Charter Schools

Student Success Team (SST)

Meeting #4

Meeting #4 – Student Information			
Student Name:	Homeroom Teacher:	Grade:	Date:

Intervention Selected	Who was responsible?	Outcome?

Meeting #4 – Current Performance				
Assets/Strengths – Use "41 Developmental" Assets Form	Current Modifications	Concerns/Questions?	Possible Causes?	Brainstorm Possible Interventions
Go back and prioritize concerns and brainstorming strategies				

Meeting #4 – Action Plan			
Student will	**Family will . . . . .**	**Teacher/School will. . . . .**	**By what date?**

Meeting #4 - Meeting Record			
Staff Participants	Family Participants	Other Participants	Date of Next SST
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	
Comments?			

English Learner Reclassification Fall Reconsideration Form

Dear Parents/ Guardian of _____, April 15, 2016

Your child was considered for reclassification from the status of English Learner to Fluent English Proficient, as determined in the criteria indicated below. However, your child did not currently qualify for reclassification because they did not meet Criteria 2. Your child will be consider for reclassification again in the fall after we receive his/her 2016 SBAC scores and Spring NWEA scores. Please let us know if you have any questions.

Student's Name:	School:
School ID# Grade:	Teacher:
Date of Birth:	Primary Language:

All of the following criteria must be met for reclassification occur:

1. CELDT: overall proficiency level of Advanced or Early advanced with no skill area below Intermediate. □ yes □ no

2. ELA Proficiency □ yes □ no

   a. SBAC Score of Level 3 or higher
      Or
   b. NWEA Score of 50 percentile or higher
      Or
   c. Internal Benchmark Proficiency Score (High School Only)

3. Teacher Recommendation: □ yes □ no
   Notes: _____
   _____

4. Parent Recommendation: □ yes □ no
   Notes:_____
   _____

A. Approval Results (Administration Use Only)

□ **APPROVED –** We are pleased to inform you that your child has met the state guidelines and ACE's criteria to be reclassified from the English Learner (EL) to fluent English proficient (FEP) status. Your child is to be congratulate for having met all reclassification requirements. If you have any question, please contact our office for an appointment. Your child's progress will be monitored for an additional two years, as require by the No Child Left Behind (NCLB) Act of 2001. If your child experiences difficulty maintain satisfactory academic progress, additional assistance will be provided.

□ **NOT APPROVED:**

_____

_____ _____

Administrator Signature Date

ACE Charter Schools

1100 Shasta Avenue
San Jose, CA 95126
408 295-6008
Fax: 408 295-3584
www.acecharter.org

Strengthening Communities One School at a Time

Dear Parents or Guardians: March 15, 2016

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing towards proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the CELDT for the current school year. Based on your child's performance on this test, **we are recommending that your student be reclassified as fluent English proficient (RFEP).** In addition to the CELDT results, criteria used to make this decision included an evaluation of your child's academic performance by the teacher and your child's performance on the SBAC or NWEA standardized academic assessments.

We will reclassify your student unless you communicate otherwise. If you need further information, please contact the front office to arrange a meeting.

Sincerely,

_____ _____

Principal Date

Appendix 8

Governance

Articles of Incorporation
Board Bylaws (original November 20, 2007)
Certificate of Amendment of Bylaws (April 19, 2017)
Board Bylaws (revised April 19, 2017)
Conflict of Interest Code
Board Committees

SMY&M

LAW OFFICES OF SPECTOR, MIDDLETON, YOUNG & MINNEY, LLP

JULY 31, 2007

Via First Class Mail

Greg Lippman
ACE Charter School
1100 Shasta Avenue
San Jose, CA 95126

PAUL C. MINNEY
JAMES E. YOUNG
MICHAEL S. MIDDLETON
DANIEL I. SPECTOR
LISA A. CORR

AMANDA J. MCKECHNIE
JESSICA ADAMS ROBISON
TIMOTHY M. WEIR
JERRY W. SIMMONS
CHASTIN H. PIERMAN
ULIE D. ROBBINS
JAMES L. SHEA
KIMBERLY RODRIGUEZ
ANDREA C. SEXTON
SARAH J. KOLLMAN
JANELLE A. RULEY

TOM PERAIC, OF COUNSEL

Re: Articles of Incorporation for ACE Charter School

Dear Greg:

Pursuant to California Corporations Code Section 5160, a nonprofit corporation must keep a copy of its Articles of Incorporation at its principal office. Accordingly, we are forwarding to you an endorsed-filed copy of the ACE Charter School Articles of Incorporation filed with the Secretary of State on July 31, 2007.

Also enclosed is a Statement of Information for the corporation, which must be filed with the Secretary of State within 90 days, or by October 31, 2007. ★

Should you have any further questions regarding this matter please do not hesitate to contact me.

Sincerely,
LAW OFFICES OF SPECTOR, MIDDLETON, YOUNG & MINNEY, LLP

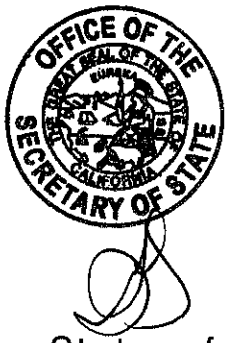
Andrea C. Sexton
Attorney at Law

Enclosure

7 PARK CENTER DRIVE ▪ SACRAMENTO, CA 95825 ▪ T 916 646 1400 ▪ F 916 646 1300
WWW.SMYMCHARTERLAW.COM

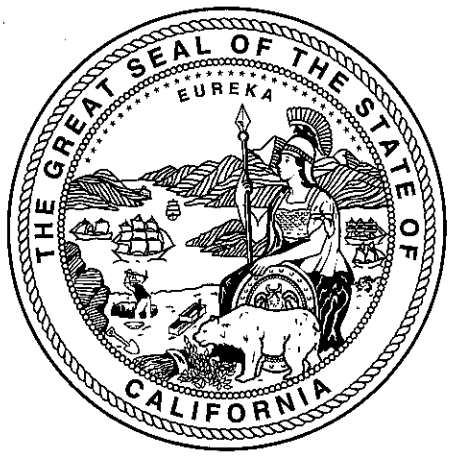
3008989

State of California
Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUL 31 2007

Debra Bowen

DEBRA BOWEN
Secretary of State

3008989

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JUL 31 2007

ARTICLES OF INCORPORATION
OF
ACE CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be ACE Charter School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Greg Lippman
1100 Shasta Avenue
San Jose, CA 95126

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, 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.

Dated: 7/30/07

Andrea Sexton, Incorporator

BYLAWS
OF
ACE CHARTER SCHOOL

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is ACE Charter School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1100 Shasta Avenue, San Jose, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter school, including the ACE Charter School ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit

Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any

other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS.

a. The number of directors shall be no less than nine (9) and no more than thirteen (13) unless changed by amendments to these bylaws.

b. At no time shall a majority of the directors also serve on the Board of Directors for the Ace Public School Network.

c. At least one (1) director position is reserved for a parent of a student attending the Ace Charter School. To hold a position as parent representative, an individual will be required to have a child in the School for all times during his or her term. With the exception of the initial parent representative described below in paragraph "f", the parent position will be elected by all families enrolled in the charter school in accordance with a procedure established by the Executive Director. The parent shall hold a one (1) year term to be elected annually each September at the regular meeting of the Board of Directors.

d. With the exception of the potential County Board appointed representative, and the aforementioned reserved parent position, all other director positions shall be held by community members, with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development.

e. The number of directors will be maintained at ten (10) unless the County Board of Education appoints a representative to the Board of Directors as allowed by Education Code Section 47604(b) in which case the number of directors will be increased to eleven (11) members. Additional community representatives can be appointed at the discretion of the Board up to the thirteen (13) maximum described herein.

f. Initial Directors: The Initial Directors have been appointed by the Incorporator as follows:

1) Susan Hammer, Community Representative
2) John Marshall Collins, Community Representative
3) Dr. Linda Murray, Community Representative
4) Beth Gonzales, Community Representative
5) Tamara Alvarado, Community Representative
6) Manou Mobedshahi, Community Representative
7) Elizabeth Alvarez, Community Representative
8) Andrea Whittaker, Community Representative

9) Adam Zapala, Community Representative
10) Parent Representative Mary Dominguez intends to enroll her child in ACE Charter School to begin in 2008-2009. Mary Dominguez will hold this position until the regular meeting of the Board of Directors held in September, 2009. If Mary Dominguez does not enroll her child in 2008-2009, Mary Dominguez shall be deemed to have vacated the director position, and the Board of Directors will appoint another Parent Representative to fill the vacancy of the initial director until the next September 2009, election date.

g. With the exception of the initial parent representative as described above in "f.10", the initial Directors shall serve staggered terms of either two (2) or three (3) years as drawn by lot.

h. With the exception of the County Board representative (if appointed by the County Board of Education) and the Parent representative, all subsequent directors shall be appointed by the existing Board of Directors.

i. Except for the initial Board of Directors, each subsequent director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No interested persons may serve on the Board of Directors. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 5. NOMINATIONS BY COMMITTEE. With the exception of the Parent Representative who will be elected as described in "3.c," the Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter School.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its

designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or any two directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

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

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

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

Section 18. QUORUM. A majority of the voting directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

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

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

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

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

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board or on any committee;

---

[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 26. COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090"), as said chapter may be modified by subsequent legislation.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be

held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President

designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH MEMBERS

Section 1. CONTRACTS WITH MEMBERS. The Corporation shall comply with Government Code Section 1090.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated

employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the ACE Charter School Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the ACE Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the ACE Charter School, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on November 20th, 2007 and that these bylaws have not been amended or modified since that date.

Executed on November 20th, 2007 at San Jose, California.

Tamara C. Alvarado

Tamara C. Alvarado

_____, Secretary

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of ACE Charter School, a California nonprofit public benefit corporation.

2. Article II of the Articles of Incorporation of this Corporation is amended to read as follows:

   The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to ACE Empower Academy, ACE Charter High School, ACE Franklin-McKinley, and ACE Inspire Academy.

   The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____ _____
Tania Wilcox, President

Date: _____ _____
Dr. Linda Murray, Secretary

BYLAWS
OF
ACE CHARTER SCHOOL

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is ACE Charter School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1100 Shasta Avenue, Ste. 250 San Jose, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PUPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter school, including, but not limited to, ACE Empower Academy, ACE Charter High School, ACE Franklin-McKinley, and ACE Inspire Academy. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a

legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds,

debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS.

a. The number of directors shall be no less than nine (9) and no more than thirteen (13) unless changed by amendments to these bylaws.

b. At no time shall a majority of the directors also serve on the Board of Directors for the Ace Public School Network.

c. At least one (1) Parent Representative seat shall be reserved for each charter school operated by the Corporation. To hold a position as Parent Representative, an individual will be required to have a child currently attending a charter school operated by the Corporation. Parent representative candidates will be nominated by the parent leadership councils at the ACE schools. Parent Representatives shall be appointed by the ACE Board of Directors. Parent Representatives shall be appointed in October at the regular meeting of the Board of Directors.

d. With the exception of the authorizer appointed representatives and the Parent Representatives, all other director positions shall be held by community members, with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development.

e. The number of directors will be maintained at ten (10) unless one or more authorizers appoint a representative to the Board of Directors as allowed by Education Code Section 47604(b) in which case the number of directors may be increased to up to thirteen (13) directors. Additional community representatives can be appointed at the discretion of the Board up to the thirteen (13) maximum described herein.

f. Each authorizer shall be entitled to a single representative on the Board of Directors of the Corporation and each authorizer or its designee, at its discretion, shall appoint the authorizer's representative. It shall be within authorizer or its designee's sole discretion whether or not to appoint such a representative at any time. No restrictions on the appointment, qualifications, service, removal, or limitations on the number of terms or consecutive terms applicable to other members of the Board of Directors shall apply to any authorizer representative appointee. Any authorizer representative shall be a full, voting member of the Board of Directors.

g. With the exception of the authorizers' representatives (if appointed), all directors shall be appointed by the existing Board of Directors.

h. Directors shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Any authorizer representative shall serve solely at the authorizer's discretion and shall have no limit on the number of consecutive or total terms s/he may serve.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No interested persons may serve on the Board of Directors. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable

compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 5. NOMINATIONS BY COMMITTEE. With the exception of the representative of the authorizers who will be appointed as described in Section 3.f, and the Parent Representative who will be nominated as described in Section 3.c, the Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the directors, at any Board meeting at which any director or directors are to be elected, to appoint the number of directors required to be appointed at such meeting; and (e) the failure of a Parent Representative to have a child currently attending a charter school operated by the Corporation.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representatives appointed by the authorizers, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 11. The representatives of the authorizers shall serve at the pleasure of and be removed only by the action of their respective authorizer or designee.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of

Directors, except for a vacancy in the seat of a representative of an authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (c) a sole remaining director. A vacancy in the seat of a representative of an authorizer shall be filled by the authorizer or designee.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall generally be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within California that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., ("Brown Act") as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

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

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written

notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

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

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within California;

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

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

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

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

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice

[1]This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, and may only receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF ADVISORY COMMITTEES. All committees created by the Board shall be advisory. The Board, by resolution adopted by a majority of the directors then in office, may create one or more advisory committees, composed of directors and non-directors, to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 26. COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Corporation and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090"), as said chapter may be modified by subsequent legislation.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen

annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the

corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the rime and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH MEMBERS

Section 1. CONTRACTS WITH MEMBERS. The Corporation shall comply with Government Code Section 1090.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the ACE Charter School Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right

at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification consistent with Corporations Code section 6322.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of a charter governing any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with those charters, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1" and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the ACE Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

ACE CHARTER SCHOOL

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., ACE Charter School ("Charter School") hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Charter School and any and all of the California pubic charter schools it operates, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

NOTE: Each section of this Code contains guidance and instructions which are provided as an aid to those using this policy, and are consistent with current governing regulations at the time of approval of this Code. Any changes in California Code of Regulations Section 18730, or subsequent governing legislation, will take precedent over any guidance in this Code, and must be followed, and will necessitate an update of this Code so it becomes compliant. A current copy of governing regulations for this Code will be filed in the Charter School office, along with the Code.

III. DESIGNATED EMPLOYEES

Employees of Charter School and the California public charter schools it operates, including governing board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: TIME OF FILING

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the

designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

A. Initial Statements. All designated employees employed by Charter School and the California public charter schools it operates, on the effective date of this Code, as originally adopted, promulgated and approved by the Board of Directors of Charter School, shall file statements within 30 days after the effective date of this Code. Thereafter, each person in a position that becomes by an amendment to this Code a "designated employee" shall file an Initial Statement within 30 days after the effective date of the amendment.

B. Governing Board Candidates. Candidates for election to the governing board shall file statements within 5 days after the final date for filing nomination petitions.

C. Assuming Office Statements. All persons assuming designated positions after the effective date of this Code shall file statements within 30 days after assuming designated positions.

1. Annual Statements. All designated employees shall file statements no later than **April 1.**

2. Leaving Office Statements. All persons who leave designated positions shall file statements within 30 days after leaving office.

3. Statements for Persons Who Resign 30 Days After Appointment. Persons who resign within 30 days of initial appointment are not deemed to have assumed office or left office provided they did not make or participate in the making of, or use their position to influence any decision and did not receive or become entitled to receive any form of payment as a result of their appointment. Such persons shall not file either an Assuming or Leaving Office Statement.

4. Filing Statements. All Statements shall be supplied by Charter School or the individual California public charter schools it operates. All Statements shall be filed with Charter School or the individual California public charter schools it operates. The filing officer of Charter School or the individual California public charter schools it operates, shall make and retain a copy and forward the original to the County Board of Supervisors.

V. STATEMENTS OF ECONOMIC INTERESTS: CONTENTS OF AND TIME PERIOD COVERED BY THE STATEMENTS

A. Contents of Initial Statements. Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the 12 months prior to the effective date of the Code.

B. Contents of Assuming Office Statements. Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date

of assuming office and income received during the 12 months prior to the date of assuming office.

C. Contents of Annual Statements. Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first Annual Statement shall begin on the effective date of the Code or date of assuming office, whichever is later. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition of disposal.

D. Contents of Leaving Office Statements. Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.

VI. STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

A. Investment and Real Property Disclosure

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

1. A statement of the nature of the investment or interest;

2. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;

3. The address or other precise location of the real property; and

4. A statement whether the fair market value of the investment or interest in real property exceeds one thousand dollars ($1,000), exceeds ten thousand dollars ($10,000), or exceeds one hundred thousand dollars ($100,000). This information need not be provided with respect to an interest in real property which is used principally as the residence of the filer. Reportable investments or interest in real property do include those in excess of one thousand dollars ($1,000) held by the filer's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of 10% or more.

B. Personal Income Disclosure

When personal income is required to be reported under this Code, the statement shall contain the following:

1. The name and address of each source of income aggregating $250 or more in value or $50 or more in value if the income was a gift, and a general description

of the business activity, if any, of each source;

2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars ($1,000) or less, greater than one thousand dollars ($1,000), or greater than ten thousand dollars ($10,000);

3. A description of the consideration, if any, for which the income was received;

4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift and the date on which the gift was received; and

5. In the case of a loan, the annual interest rate and the security, if any, given for the loan.

C. Business Entity Income Disclosure

When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

1. The name, address, and a general description of the business activity; and

2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than ten thousand dollars ($10,000).

D. Business Positions Disclosure

When reporting business positions, a designated employee shall list the name of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management; a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

VII. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision (or the decisions of the California public charter schools its operates) which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

A. Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth one thousand dollars ($1,000) or more.

B. Any source of income totaling two hundred fifty dollars ($250) or more provided or promised to the designated employee within twelve months prior to the decision. (This

category does not include gifts or loans made at regular rates by commercial lending institutions.)

C. Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.

D. Any donor of gifts totaling $250 or more in value provided or promised to the designated within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

VIII. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) **and** comply with any applicable provisions of the Charter School bylaws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of ACE Charter School, a California nonprofit public benefit corporation; that this conflict of interest code is the conflict of interest code as adopted by the Board of Directors on January 16, 2008; and that this conflict of interest code has not been amended or modified since that date.

Jan. 16, 2008
Date

Tamara C. Alvarado
Tamara Alvarado, Secretary

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e. categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)
B. Candidates for Member of the Governing Board
C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
D. Executive Director of Charter School
E. Principal of Charter School
F. Assistant Principals
G. Chief Business Officer
H. Director Personnel Services
I. Assistant Director of Personnel Services
J. Consultants[1]
K. Other Employees[2]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. Purchasing Manager
B. Assistant Business Officer
C. Other Employees[3]

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[1] The Executive Director may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

[2] "Other Employees" include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

[3] "Other Employees" include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

EXHIBIT A (cont)

Designated Positions

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. Information Systems Technician
B. Contractor
C. Other Employees[4]

[4] "Other Employees" include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than $1,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds $1,000. No source of income is reportable unless the income received by or promised to the public official aggregates $250 or more in value or $50 or more in value if the income was a gift during the preceding 12-month reporting period.

EXHIBIT B (cont)

Disclosure Categories

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

ACE CHARTER SCHOOL
EXECUTIVE COMMITTEE CHARTER

This charter (the "Charter") sets forth the duties and responsibilities and governs the operations of the Executive Committee (the "Committee") of the Board of Directors (the "Board") of ACE Charter School (the "Corporation).

I. Purpose

The work of the Committee is to serve as a sounding board for management and to present recommendations on a variety of areas for full Board consideration. The Committee does not exercise any powers of the Board.

II. Duties and Responsibilities

The Committee's primary duties and responsibilities are as follows:

- Serves as a sounding board for management on emerging issues, problems, and initiatives
- Develops and presents to the Board recommendations for board approval
- Ensures that there is appropriate short- and long-term planning for the organization and evaluates/creates focus on follow-up
- Leads the Board in periodically updating and clarifying its primary areas of focus
- Sets the agenda for each Board meeting and the annual Board retreat
- Organizes the committee structure and makes sure each committee has a Board-approved charter and yearly goals based on its charter and the Corporation's strategic plan
- Leads the annual evaluation process for the Executive Director and recommends yearly compensation
- Manages the succession planning process regarding the Executive Director and other senior staff positions within the organization

III. Organization

The Committee will be chaired by the Board's President and will consist of the Board President, Board Vice-President and all standing committee chairs. The Committee may also invite from time to time other board members with specific expertise. The Chair will convene meetings, set agendas, facilitate meetings and ensure that Committee meeting minutes are included in board packets sent to the full Board. The Chair also presents Committee reports to the Board at Board meetings. All of the Committee's activities shall be conducted in accordance with the Corporation's Bylaws.

IV. Performance Evaluation

The Committee shall participate in a performance evaluation of the Committee based on its yearly goals. The performance evaluation shall also recommend to the Board any amendments to this Charter deemed necessary or desirable by the Committee.

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V. Amendment

This Charter shall not be amended except upon approval by the Board.

This Charter was adopted by the Board on June ___, 2016.

ACE CHARTER SCHOOLS ACADEMIC PERFORMANCE COMMITTEE CHARTER

This charter (the "Charter") sets forth the duties and responsibilities and governs the operations of the Academic Performance Committee (the "Committee") of the Board of Directors (the "Board") of Ace Charter Schools (the "Corporation).

I. Purpose

The Academic Performance committee is responsible for ongoing review and recommendations to enhance the quality, effectiveness and future viability of ACE schools. The work of the Committee revolves around student progress on current California State Standards, growth in achievement over time, college enrollment, persistence, and graduation, and other measures of student success.

II. Duties and Responsibilities

The Committee's primary duties and responsibilities are as follows:

- Regularly reviews student progress and school performance and reports to the full board
- Assesses current and anticipated needs of teachers and site administrators around improving student outcomes
- Identifies curriculum and instruction needs based on assessment results
- Monitors the progress of ACE schools relative to school culture, discipline and climate
- Recommends policies and practices to continually improve educational opportunities for ACE students
- Leads the efforts for ACE students to successfully transition to and complete college
- Revises, updates, develops and refines cascade academic success metrics/measures

III. Organization

The Committee will be chaired by a member of the Board and will consist of a minimum of three members. The chair will convene meetings, set agendas, facilitate meetings and ensure that Committee meeting minutes are included in board packets sent to the full Board. The chair also presents Committee reports to the Board at board meetings. All Committee's activities shall be conducted in accordance with the Corporation's Bylaws.

IV. Performance Evaluation

The Committee shall participate in a performance evaluation of the Committee based on its yearly goals. The performance evaluation shall also recommend to the Board any amendments to this Charter deemed necessary or desirable by the Committee.

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V. Amendment

This Charter shall not be amended except upon approval by the Board.

This Charter was adopted by the Board on June ___, 2016.

ACE CHARTER SCHOOL
FINANCE COMMITTEE CHARTER –

This charter (the "Charter") sets forth the duties and responsibilities and governs the operations of the Finance Committee (the "Committee") of the Board of Directors (the "Board") of ACE Charter School (the "Corporation").

I. Purpose

The Committee's purpose is to assist the Board in its oversight of the Corporation's financial affairs, including the Corporation's financial condition, long-term financial planning, budgeting, development and recommendations on financial policies and procedures, annual audit findings and adoption, facilities financing evaluation and recommendation, and other significant financial matters involving the Corporation.

II. Duties and Responsibilities

The Committee's primary duties and responsibilities are as follows:

1. Develops yearly committee goals and reports them to the full board
2. Reviews and recommends annual budget for board approval
3. Makes sure that complete, accurate financial records are maintained and reviews with auditors accounting and financial reporting controls
4. Communicates organization's financial status to the full board and makes sure the full board *understands* the financial picture. Works with staff to design financial reports and ensures that reports are accurate and timely. Reports are given at each board meeting.
5. Evaluates and recommends financing options being considered by the Corporation to support school facilities
6. Evaluates and recommends the appropriateness of any indebtedness and lines of credit being considered by the Corporation to support operations and working capital needs
7. Recommends financial policies or guidelines to the board (ie. Reserve level guidelines, credit amounts, CMO fee structure, investment policy and other policies an necessary)
8. Protects organization's financial assets and makes sure that any investments are wisely managed
9. Selects and terminates services of all outside financial advisors, auditors, consultants, banks
10. Receives auditor's report, meets with auditor, director of finance and executive director and responds to auditor's recommendations
11. Ensures that the Corporation is in compliance with local, state and federal regulations governing nonprofit financial and tax reporting
12. Performs any other duties and responsibilities as the board may deem necessary, advisable or appropriate for the committee to perform and/or to carry out its purpose as provided by this Charter.

III. Organization

The Committee will be chaired by the Treasurer of the board and will consist of a minimum of two other members (who are also Board members). The Committee will evaluate if it would like to add specific Committee members who may not be current board members. The chair will convene meetings, set agendas, facilitate meetings, and prepare committee meeting minutes for submission in

board packet sent to full board. The chair also presents Committee reports to the Board at each board meeting. When appropriate, an outside financial expert will be asked to join the committee. All committee's activities shall be conducted in accordance with the Corporation's Bylaws.

IV. Performance Evaluation

The Committee shall review with the board an annual performance evaluation of the Committee based on its yearly goals and the requirements of this Charter. The annual goals for the Committee shall be developed and presented to the Board in August 2016. The performance evaluation shall also recommend to the Board any amendments to this Charter deemed necessary or desirable by the Committee.

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V. Amendment

This Charter shall not be amended except upon approval by the Board.

This Charter was adopted by the Board on June 15, 2016.

ACE CHARTER SCHOOL
BOARD DEVELOPMENT COMMITTEE CHARTER

This charter (the "Charter") sets forth the duties and responsibilities and governs the operations of the Board Development Committee (the "Committee") of the Board of Directors (the "Board") of ACE Charter School (the "Corporation).

I. Purpose

The Board Development Committee is responsible for ongoing review and recommendations to enhance the quality, effectiveness and future viability of the board of directors. The work of the Committee revolves around board composition, training, effectiveness, and leadership.

II. Duties and Responsibilities

The Committee's primary duties and responsibilities are as follows:

Board Composition

- Leads the Board in regularly reviewing and updating the board's statement of its roles and areas of responsibility, and what is expected of individual board members. *(Board members' Job Description)*
- Leads in assessing current and anticipated needs related to Board composition, determining the knowledge, attributes, skills, abilities, influence, and access to resources the Board will need to consider in order to accomplish future work of the Board.
- Identifies potential board member candidates, explores their interest and availability for board service and nominates individuals to be elected as members of the Board. (Nominating and recruitment is the responsibility of the entire Board)

Board Training

- Designs and oversees a process of board orientation for new members, including providing information prior to election as a board member. Ex: Board Manual
- Designs and implements an ongoing program of board information and education.

Board Effectiveness

- Conducts assessment of the Board's performance every two years. Proposes, as appropriate, changes in board structure and operations based on assessment findings.
- Regularly reviews the Board's practices regarding member participation, conflicts of interest, etc., and suggests improvements as needed.
- Periodically reviews and updates the Board's policy guidelines and practices, and bylaws.

Board Leadership

- Takes the lead in succession planning, recruiting and preparing for future board leadership.
- Nominates board members for election as board officers.
- Assesses each board member's continuing interest in board membership, nominates for reelection at end of term of service and works with each board member to identify the appropriate role he or she might assume on the board.

III. Organization
The Committee will be chaired by a member of the Board and will consist of a minimum of two members. The chair will convene meetings, set agendas, facilitate meetings and ensure that Committee meeting minutes are included in board packets sent to the full Board. The chair also presents Committee reports to the Board at Board meetings. All of the Committee's activities shall be conducted in accordance with the Corporation's Bylaws.

IV. Performance Evaluation
The Committee shall participate in a performance evaluation of the Committee based on its yearly goals. The performance evaluation shall also recommend to the Board any amendments to this Charter deemed necessary or desirable by the Committee.

V. Amendment
This Charter shall not be amended except upon approval by the Board.

This Charter was adopted by the Board on June 3, 2015.

Appendix 9

Health, Wellness, and Safety

ACE Uniform Complaint Policy
ACE Esperanza School Safety Plan

Uniform Complaint Policy and Procedures

ACE Charter Schools (the "Charter School") policy is to comply with applicable state and federal laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination harassment, intimidation, or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any Charter School program or activity; and

2. Complaints of violations of state or federal law and regulations governing the following programs, including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, and Tobacco-Use Prevention Education.

3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

    a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

    b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

        i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular

activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

c. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Manager of Community Engagement or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Angelina Ramos
Director of Community Engagement
1100 Shasta Avenue
San Jose, CA 95126
408-295-6008

The Director of Community Engagement or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Manager of Community Engagement or designee.

Should a complaint be filed against the Director of Community Engagement, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Director of Community Engagement or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director of Community Engagement or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

  Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

  A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation, or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, and intimidation or bullying.

  Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

  Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

  The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

  The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

  A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

  The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

  Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

  The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The decision shall include:

  1. The findings of fact based on evidence gathered.

  2. The conclusion(s) of law.

  3. Disposition of the complaint.

  4. Rationale for such disposition.

  5. Corrective actions, if any are warranted.

  6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

  7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

  8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

  If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

<u>Appeals to the California Department of Education</u>

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the California Department of Education ("CDE") within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Manager of Community Engagement or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, and Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Special Education
- ☐ Pupil Fees
- ☐ Child Nutrition
- ☐ After School Education and Safety
- ☐ Consolidated Categorical Aid
- ☐ No Child Left Behind Programs
- ☐ Local Control Funding Formula
- ☐ Foster/Homeless Youth
- ☐ Tobacco-Use Prevention Education
- ☐ Lactating Pupils

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Angelina Ramos
Director of Community Engagement
1100 Shasta Avenue
San Jose, CA 95126
408-295-6008

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

School Site Safety and Crisis Response Plan

2017-2018

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

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ACE Charter School

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Introduction

Statement of Purpose

ACE Charter School is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, ACE has thoroughly reviewed and updated the school's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

This emergency preparedness plan for ACE has been written in compliance with *California Education Code, Title V Education, and Section 560*, which requires all public schools to have a written disaster preparedness plan. This plan is to be reviewed annually. This plan was developed in cooperation with Federal and State guidelines and with teacher assistance.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of ACE is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency. California law declares that all public employees are "civil defense workers subject to such civilian defense activities as may be assigned to them by their supervisors or by law."

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan was developed with this in mind.

ACE's Safe School Vision

1. ACE will provide a safe, orderly, and secure environment conducive to learning in which students will be safe from both physical and social-psychological harm.

2. ACE will develop a plan to work cooperatively and collaboratively with parents, students, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.

3. ACE will create a learning and working environment where parents can be confident that their students are safe and secure.

4. ACE will identify clear procedures for emergencies.

5. ACE is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to all those present on campus (students, staff, parents, etc.).

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

Physical Environment

The Schools' Location and Physical Environment

ACE Charter School is located in East San Jose area of Santa Clara County, in an area that has a higher poverty level and crime rate. The immediate area around the school includes single family dwellings and rental homes. Present safety hazards include high resident turnover, underemployment, and juvenile crime, high percentage of renters, and unsafe public spaces and gang activity.

Description of School Ground

Currently ACE his located on 1665 Santee Drive, San Jose, CA 95122. This site has a total of 13 classrooms, a staff room with a server, and a mini gym. It is completely enclosed by a fence with gates. During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It shall be the practice of ACE to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. School personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.
9+
The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Teachers and administrators can report facility maintenance issues to the Office Manager or the Principal who are responsible for resolving all general as well as urgent maintenance issues. The staff and students take pride in the appearance of the school.

School Site Security Procedures

ACE has established procedures in the following areas: general classroom safety, suspected child abuse reporting, harassment policies, suspension and expulsion procedures, discipline policies, procedures to notify teachers of potentially dangerous students, bullying prevention and campus violence procedures, school dress code and visitors on campus procedures.
ACE maintains a copy of the school's harassment policy in the *Parent & Student Handbook* as well as the *Employee Handbook* and these policies are available on request. ACE's harassment policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. The *Parent & Student Handbook* is distributed at the beginning of each school year to all parents and pupils.

Included in this School Site Safety Plan is a school map for ACE Charter School established by the School Site Council indicating safe entrance and exit areas for pupils, parents and school employees.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil conduct standards and consequences for ACE are specifically described in this School Site Safety Plan including: (a) the adopted school discipline rules and procedures, (b) disciplinary guidelines, and (c) the adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of ACE.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The Principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. ACE employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include: security system operational during non-school hours and class rooms equipped with special walkie-talkie phones.

Community involvement is encouraged to help increase school safety.

Inventory System

Most school-site equipment is inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

School Climate

The School's Social Environment

Leadership at ACE's schools is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing ACE Charter School toward excellence in the areas of academic and social behavior.

The Principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures, Routine and Emergency

A contingency plan for emergencies is contained on a clipboard available to each staff member. The plan is reviewed at the beginning of each school year. This plan also contains available school and outside agency resources and emergency disaster.

Classroom Organization and Structure

ACE teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including: using projects, presentations, hands-on activities, portfolios, journals, creative writing, art, displays and others.

The teachers at ACE are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at ACE. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all students.

All students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the Principal, Assistant Principal, Student and Family Services Director, Office

Assistant, Campus Supervisor, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

Non-Negotiable Expectations for ACE Charter School Students:

Adherence to the ACE Charter School three Core Values

1. Be respectful
2. Show pride
3. Show *ganas*

Adherence to the Ganas pledge:

I pledge to become a better reader and writer,

To ask when I don't know,

And to show Ganas in everything I do!

The academic and behavior efforts of pupils are recognized and rewarded at school assemblies as well as at the end of the year Ganas Award celebration.

Cultural diversity is celebrated throughout the year by celebrating Black History Month and Cinco de Mayo.

General Safety Procedures

Safety Strategies on Campus

Introduction

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. ACE promotes educationally and psychologically healthy environments for all children and youth. ACE recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. ACE further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. ACE's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

Preventing and Intervening: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at ACE have received training in conflict resolution and confrontation skills. ACE uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs

The staff of ACE Charter School shall identify students in need and bring forth the student and the family to the school's student study team. The staff of ACE shall implement the response plan for suicide detailed below in the "Suicide" section in cases where a student exhibits specific characteristics. In incidences of possible suicide, district psychologist or police crisis response units shall be contacted.

Professional Development

ACE provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility and to enhance academic success.

Student Recognition Programs

ACE offers several recognition and award programs such as the end of year recognition awards, the Ganas Awards Night.

Nondiscrimination and Fair Treatment of Pupils

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the *Parent Student Handbook* is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The school's policies on non discrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Human Rights Policy

ACE Charter School brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, age or handicap status. ACE Charter School is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values.

ACE Charter School wishes to stress that it is the responsibility of every member of the ACE Charter School community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the ACE Charter School community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, discharge.

Discipline Policy and Code

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broadbased, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

ACE uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. ACE has developed plans to promote positive behaviors in the playground, cafeteria and assembly areas.

Cheating

Cheating is a serious offense. If a student copies another student's work or if a student gives another student his/her work, it is considered cheating.

Crisis Intervention and Disaster Planning

The staff of ACE shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

ACE created a comprehensive disaster crisis response plan. The plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.

Gather and Analyze Data About School Climate and Community

ACE recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.
ACE actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. ACE also keeps track of office referrals and students in detention and continuously evaluates these cases in order to identify ongoing issues, problems and create a plan towards reducing these incidents.

Teacher Notice of Disciplinary History

The appropriate school districts shall provide to the administration of ACE's schools information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except *E.C. 48900 (h)*) or *(b)* committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at ACE Charter School. The staff at ACE shall work closely with the local law enforcement / Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. ACE uses its links with the City of San Jose to enhance its effort to curb gang influence. When appropriate, the city's graffiti removal service is used and community service hours are assigned.

Alternative Programs

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. If appropriate, ACE has access to an Independent Study Program and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs

offered through the Santa Clara County Office of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Independent Study

Independent Study is a voluntary optional alternative in which no pupil may be required to participate; a classroom option will always be available to the child. Responsibilities of the parties participating in Independent Study are described in Education Code Section 51747.

At ACE Charter School, independent study contracts may be granted for a student on a very limited basis for one of the following reasons:

- Extended illness
- Death in the immediate family which requires extended travel Credit deficiencies

To request an independent study contract, families MUST schedule an appointment with the Principal. If said meeting does not occur, an independent study contract will not be granted and any days the student is absent will be considered unexcused absences. Excessive accumulation of unexcused absences will result in the student being considered TRUANT, and criminal proceedings may be filed against the parent/guardian of said student. Students may also jeopardize their spot at ACE Charter School if they accumulate excessive unexcused absences.

Reasons that will prohibit an independent study contract from being granted include but are not limited to the following:

- Vacations during the school year
- Illness of a person other than the student

If an independent study request is denied, any days the student is absent will be considered unexcused absences. Excessive accumulation of unexcused absences will result in the student being considered TRUANT, and criminal proceedings may be filed against the parent/guardian of said student. Students may also jeopardize their spot at ACE Charter School if they accumulate excessive absences.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community program include providing all K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education.

Truancy Learning Center/District Attorney Referral

ACE recognizes the importance of punctuality and regular attendance. The staff of ACE shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the

School Attendance Review Board or a referral to the County District Attorney's Office with a request for prosecution of the parent and/or the student. Truant students shall be referred to the Truancy Learning Center.

Megan's Law Notification

The staff of ACE shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by 1) informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; 2) involving them in making decisions concerning school-wide disciplinary policies and procedures; and 3) encouraging them to participate in prevention programs, intervention programs and crisis planning.

ACE Charter School:

- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for Teacher-Parent Conferences.
- Maintains an effective Homework Policy

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Parent Training: Promoting the Use of Community Resources

ACE advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

Community Linkages

When working with parents and students with specific issues, the staff at ACE will provide information to the families regarding available community resources. The staff of ACE shall work closely with recognized local city, county and state agencies.

Campus Supervisor and Administrative Positions

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.
ACE employs manager whose jobs are designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The managers have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the Principal at ACE makes herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations.
When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principals and their pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes

ACE recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff at ACE will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

Visitors and Disruptions to Educational Process

ACE is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. ACE uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

ACE has established a visible means of identification for visitors while on school premises (i.e. sticker). Furthermore, the Principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely

to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

ACE has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

ACE's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, ACE will determine whether to file for a temporary restraining order and injunction.

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

Staff Contact List

Staff Member	Title	Phone Number (Cell)	Email Address
Main Office: 408-326-2155			
[redacted]			
Mr. Jarrett Poston	Principal	408.372.6012	jposton@acecharter.org
Mrs. Suyen Jimenez	Vice Principal	408-396-9844	sjimenez@acecharter.org
Ms. Michelle Williams	Vice Principal	408-892-2505	mwilliams@acecharter.org
Ms. Erin Fukushima	School-Leader in Training	408-829-2112	efukushima@acechater.org
Ms. Jocelyn Trejo	Office Manager	(408)426-6361	Jtrejo@acecharter.org
Mrs. Jennifer Perez	Assistant Office Manager	(408)682-0983	jperez@acecharter.org
Ms. Mandy Rice	5th Grade English/Language Arts Teacher		rmandy@acecharter.org
Ms. Stephanie Ho	5th grade Math Teacher		sho@acecharter.org
Mr. Juan Cabrera	6th grade Math Teacher		jcabrera@acecharter.org
Ms. Cindee Crosby	6th Grade English/Language Arts Teacher		ccrosby@acecharter.org
Ms. Leslia Alcala	7th Grade Math Teacher		lalcala@acecharter
Mr. Sean Carroll	6th Grade Science teacher		scarroll@acecharter.org
Ms. Ana Castillo	7th Grade Science Teacher		acastillo@acecharter.org
Mrs. Valerie Gutierrez	Math/English Teacher		vgutierrez@acecharter.org
Mrs. Natalia Felvinczi Ciosek	8th Grade Science Teacher		nfelvinczi@acecharter.org
Ms. Chasity Klein	8th English/ Language Arts Teacher		cklein@acecharter.org
Ms. Ana Sahagun	8th Grade Math Teacher		dgildea@acecharter.org

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Ms. Christina Adler	Lead Learning Specialist		cadler@acecharter.org
Ms. Neha Vachhani	Learning Specialist		nvachhani@acechater.org
Mrs. Nansie Rogers	Learning Specialist		nrogers@acechater.org
Ms. Tiana Freiri	Learning Specialist		tfreiri@acecharter.org
Mr. Irving Perez	Enrichment Teacher		iperez@acecharter.org
Ms. Lauren Adamek	P.E Teacher		ladamek@acecharter.org
Ms. Cintia Guerra	Enrichment Teacher		cguerra@acecharter.org
Ms. Diana Ruiz	Paraeducator		druiz@acecharter.org
Ms. Lorena Solorio	Community Resource Coordinator		lsolorio@acechater.org
Ms. Fatima Sahagun	Campus Supervisor		fsahagun@acecharter.org
Ms. Kelli Ramirez	Campus Supervisor		kramirez@acecharter.org
Mr. Nick Sanchez	Counselor		nsanchez@acecharter.org
Ms. Crystal Chavez	Lead Kitchen Staff		cchavez@acecharter.org
Mrs. Maria Rojas	Kitchen Staff		mrojas@acecharter.org
Mrs. Maria Tamayo	Custodian		mtamayo@acecharter.org

Mr. Greg Lippman	Executive Director	408-677-1546	glippman@acecharter.org
Mrs. Shawn Gerth	Managing Director of Academic Operations and Vision	408-817-0018	sgerth@acecharter.org
Mrs. Rosie Bravo	Operations Manager	408-624-0171	rbravo@acecharter.org

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Suspected Child Abuse Reporting and Procedures

Child abuse shall be reported in compliance with the procedures set forth in the school's *Employee Handbook* and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of the school are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

By law all employees who have contact with students on a regular basis must complete these actions within 36 hours of receiving information about suspected abuse or neglect.

- Notify supervisor and appropriate site personnel.
- Call the ***Santa Clara County Department of Social Services, Child Protective Services (CPS) at (408) 299-2071***. If immediate intervention is required, call the police (911) and then make a follow-up call to CPS. Provide the following information:
    - Name of person making report
    - Name of the child
    - Present location of the child
    - Nature and extent of injury
    - Any other information requested by the police or CPS
- Complete a "Suspected Child Abuse Report," (*See attachment SS 8572 at end of this document)*

Suspension and Expulsion Policies

Governing Law: The procedures by which pupils can be suspended or expelled –
California Education Code Section 47605 (b)(5)(J)

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 ACE. 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 school's policy and procedures for student suspension and expulsion and it may be amended from time to time so long as the amendments comport with legal requirements.

ACE 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.

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of 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 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 these Policy and Administrative Procedures are available on request at the Principal'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 school has a basis of knowledge of a suspected disability pursuant to the *Individuals with Disabilities in Education Act* ("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 regular education students except when federal and state law mandates additional or different procedures. The school will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the special education provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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. While the School remains a public school of the district for purposes of special education under *Education Code Section 47641(b)*, the School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under *Section 504* and shall coordinate with the District the manifestation determination process prior to the expulsion of any such student as well.

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 the school or at any other school or a school sponsored event 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

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/ Administrator or designee's concurrence.

3. 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.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in *Health and Safety Code 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. 5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.

7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in *Health and Safety Code 11014.5*.

11. 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.

12. Knowingly received stolen school property or private property.

13. 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.

14. Committed or attempted to commit a sexual assault as defined in *Penal Code 261, 266c, 286, 288, 288a or 289*, or committed a sexual battery as defined in *Penal Code 243.4*.

15. 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.

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

17. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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.

18. Aiding or abetting as defined in *Section 31 of the Penal Code*, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) above.

19. 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.

20. 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 a' intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision *(e) of Section 233 of the Education Code*. This section shall apply to pupils in any of grades 4 and higher, inclusive.

22. 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 and higher, inclusive.

23. 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.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

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 or the Principal's designee with the student and his o' her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within three (3) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials 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 or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the School Board upon the recommendation of an Administrative Panel to be assigned by the School 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 School Board member. 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 or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the School Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing 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 School disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The 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 which shall be examined only by the 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 Three (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The school 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 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 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 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The 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 school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. 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 and decision by the School Board 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, 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 School Board who will make a final determination regarding the expulsion. The final decision by the School Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the School Board is final. If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the School Board to expel shall send written notice of the decision to expel, including the School 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

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with ACE.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

a) The student's name

b) The specific expellable offense committed by the student

Additionally, in accordance with *Education Code Section 47605(d)(3)*, upon expulsion of any student, 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.

J. Disciplinary Records

The school shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the school as the School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the District or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the School 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 School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the School Board following a meeting with the Principal and the pupil and 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 Principal shall make a recommendation to the Board

following the meeting regarding his or her determination. The pupil's readmission is also contingent upon ACE's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

i. Notification of District

The school shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the school or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

ii. 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, and to progress toward meeting the goals set out in the child's IEP; 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.

iii. 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 School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, an' 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.

If the school, the parent, and relevant members of the IEP 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 school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP 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 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 School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the 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.

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

v. Special Circumstances

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 or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified Is an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred.

The 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 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 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 school supervisory personnel.

If the 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 IDEA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the school pending the results of the evaluation.

The 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.

Procedures for Notifying Teachers about Dangerous Pupils

All teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Teachers must be notified within 30 days after the student's enrollment.
2. Teachers are provided with a copy of the student suspension form.
3. Teachers are advised about the confidential nature of the data.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student'' behavior contract. Copies of the written notice are maintained in the school office.

When ACE receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the Principal and the teachers are provided with written notice from the district's Student Services Department. Copies of this notice are maintained in the school office and the district Student Services' Office.

Sexual Harassment Policy

Sexual Harassment

ACE prohibits sexual harassment in the work place and shall act promptly, visibly and vigorously in demonstrating strong disapproval of sexual harassment in the work place. The Principal or designee shall develop appropriate procedures to ensure that employees have a workplace free of sexual harassment and to provide a mechanism for resolution of complaints of sexual harassment.

Legal Reference:
Education Code
200 et al. Prohibition of discrimination on the basis of sex
212.5 Sexual harassment, defined
230 Particular practices prohibited, including sexual harassment

In accordance with Board policy prohibiting sexual harassment in the work place, the purpose of this regulation is to provide a procedure to handle complaints of sexual harassment.

Sexual Harassment Defined

Pursuant to *Education Code 212.5*, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment, status, or promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs, or other available activities.

Unlawful sexual harassment under the *Fair Employment and Housing Act* ("FEHA") also includes unwelcome sexual advances of an employer toward an employee of the same sex and harassment on the basis of pregnancy disability. *[Gov. Code 12940 (h) (3) (c)]*

Examples of Sexual Harassment

By way of example, sexual harassment includes, but is not limited to:

1. Making unsolicited written, verbal or physical contact with sexual overtones.
2. Visual conduct: leering or suggestive eye contact, making sexual gestures, posting or circulating sexually suggestive objects or pictures, cartoons, or posters.
3. Verbal conduct: making or using derogatory comments, epithets, slurs, and jokes bragging about sexual exploits, using terms with double meanings (one of which is sexual).
4. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations.
5. Physical conduct: touching, assault, impeding or blocking movements, touching oneself or another.
6. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)
7. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response. For example, either implying or actually withholding support for an appointment, promotion or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed.
8. Engaging in implicit or explicit coercive sexual behavior which is used to control, influence or affect the career, salary and/or work environment or another employee.

9. Offering favors or employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations or re-classifications, in exchange for sexual favors.

Complaint Process

1. Employees may report incidents of sexual harassment to any supervisor, manager, or administrator at the school site or in the department where they are working. If there is no supervisor, manager, or administrator to whom the employee is comfortable reporting the incident, the report may be made to the next higher level in the chain of command.
2. Any supervisor, manager, or administrator who has received a report, verbally or in writing, from any employee regarding sexual harassment of that employee or another employee by a student or adult in the work place must forward that report to the main office administrator within twentyfour (24) hours, or within a reasonable extension of time thereafter for good cause.
3. All complaints of sexual harassment will be investigated and promptly resolved.
4. Upon receipt of an allegation of sexual harassment, the supervisor, manager, or administrator will designate an investigator who will initiate an investigation into the complaint within 48 hours.
5. The school district/central office will designate management employees at each work site who are trained to investigate sexual harassment complaints.
6. After completion of the investigation, the manager will render his/her findings and a recommended disposition of the complaint. In determining whether the alleged conduct constitutes sexual harassment, the manager will look at the record as a whole and the totality of the circumstances, including the nature of the alleged sexual harassment and the context in which the alleged incidents occurred.
7. If the complainant is not satisfied by the report of the manager and the recommended disposition, he/she may submit the matter to the appropriate main office administrator. The complainant shall make an appeal in writing stating the reasons why the complainant is dissatisfied with the report and recommended disposition. This written appeal shall be on a form prescribed by the district and shall be signed by the complainant.
8. The main office administrator shall review the basis for complainant's appeal and the report and recommended disposition compiled by the manager. The main office administrator may make a decision based on the record presented or, if he/she determines it is necessary, collect any additional information deemed necessary. The decision of the main office administrator may be appealed to the Board using the same appeal process and form.

Enforcement

Each work site supervisor, manager, and administrator has full responsibility for maintaining a work environment free of sexual harassment. Work site managers shall take appropriate actions to reinforce the district's sexual harassment policy. These actions will include:

1. Maintaining an available supply of the policy and the district's brochures and materials regarding this policy.
2. Prompt removal of vulgar or sexually offensive graffiti or other displays.

3. Providing annual staff in-services within the first four weeks of each work year.
4. Taking appropriate disciplinary action as needed.
5. All supervisors, managers, and administrators shall instruct employees on the procedure for reporting sexual harassment on an as needed basis.
6. Employees determined to have violated district prohibition against sexual harassment shall be subject to disciplinary action up to and including termination from employment.

   Disciplinary actions may include, but are not limited to: a)
   Verbal and written warnings.
   b) Written reprimands.
   c) Suspension with or without pay.
   d) Transfer to another work location.
   e) Demotion and termination.

7. A violation of policy or regulations shall constitute just and reasonable cause for discipline and shall be deemed to be a violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the government of the district by the Board under *Education Code 44932*.

Confidentiality

District / school employees involved in processing sexual harassment complaints shall endeavor in good faith to protect the privacy of all parties involved in a complaint of sexual harassment. Files pertaining to sexual harassment complaints shall not be made available to the general public.

Records

Copies of all reports of sexual harassment shall be forwarded to the chief personnel officer who is responsible for maintaining overall district records of incidents. Such records and reports shall not be made available to the general public.

Educational Outreach

As a means of preventing sexual harassment, the Principal shall ensure that all employees are notified of the adoption of policies and procedures to prevent sexual harassment. Each manager of a work site shall have a plan on file for providing staff in-service and procedures relative to sexual harassment education and the policies, regulations, and procedures.

Reporting to Outside Agencies

Federal Equal Employment Opportunity Commission

Employees who have been sexually harassed may have the right to file complaints with Federal regulatory agencies. Time limits for filing complaints with Federal regulatory agencies vary. The employee should check directly with this agency for specific instructions for filing a complaint:

Equal Employment Opportunity Commission
San Francisco District Office
350 The Embarcadero
Suite 500
San Francisco, CA 94105-1260
1-800-669-4000

State of California Department of Fair Employment and Housing

Employees or job applicants who believe that they have been sexually harassed may, within one year of the harassment, file a complaint of discrimination with the California Department of Fair Employment and Housing. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds evidence of sexual harassment and settlement efforts fail, the Department may file a formal accusation against the employer and the harasser. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission or a lawsuit filed on the complainant's behalf by the Department. If the Commission finds that harassment occurred, it can order remedies, including up to $50,000 in fines or damages for emotional distress from each employer or harasser charged. In addition, the Commission may order hiring or reinstatement, back pay, promotion, and changes in the policies or practices of the involved employer. A court may order unlimited damages. For more information, employees should contact the Department of Fair Employment and Housing office as follows:

Department of Fair Employment and Housing's Communication Center at 1-800-884-1684 *Retaliation Prohibited*

ACE prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of sexual harassment will not negatively reflect on the employee who initiates the complaint, nor will it affect the employee's job assignment, status, rights, privileges, or benefits.

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

General Classroom Safety Checklist

Use this safety checklist to examine and set-up the safety of your classroom.

1. First Aid, Earthquake bucket at a visible location in room.
2. Emergency clipboards are posted in each classroom near the entrance.
3. Earthquake, fire drill exit plan, evacuation map posted in each classroom.
4. First Aid treatment is readily available.
5. Electrical outlets, panels, electric boxes are not covered with posters and art.
6. Flammable items and cleaning supplies as well as other potentially dangerous materials such as: bleach, soap concentrate, ammonia products, disinfectants etc., are stored in a secure locked location out of the reach of children.
7. Sharp-edged objects such as knives, adult scissors, paper cutters, etc., stored out of reach of children.
8. The use of scissors and other sharp instruments are controlled.
9. Hot objects such as hot plates, portable ovens, etc. are to be stored out of children's reach.
10. Desks and chairs are kept in a safe condition.
11. Furniture has no sharp edges.
12. All shelves, shelving units, and free standing walls are sturdy and secured to prevent them from toppling over or collapsing.
13. Ask for help when carrying heavy objects, esp. if they are above your head.
14. Exits and ways of travel are free of obstructions.
15. Classroom equipped with one or more working flashlights.
16. Teacher knows where to locate and how to use a fire extinguisher.
17. Fire extinguishers cannot be removed from wall, and cannot be blocked by anything (i.e. a desk)
18. Classroom is free from trip hazards (e.g.: loose floor tiles, protruding nails, holes, loose boards, objects on floor).
19. No decoration is hanging from ceiling near smoke detectors and sprinklers since it's a fire hazard.
20. Aisle widths maintained at a safe minimum distance.
21. No mirrors on or near exit doors.
22. Storage in the classroom is kept at a minimum level.
23. All combustible stored material removed on a regular basis.
24. All store rooms are kept in a safe and tidy condition.
25. No microwave oven in the classroom.
26. No space heaters in the classroom.
27. All electrical outlets are covered at all times unless in use.
28. Electrical cords are not frayed and do not dangle where they could pose an electric shock safety hazard or trip hazard.
29. Grounded flexible electrical power cords must have the ground prong installed.
30. Flexible electric power cords must be protected from physical damage.
31. Extension cords must not be used as a substitute for permanent electrical.

32. Extension cords are forbidden from running through holes in walls, ceilings, floors, doorways, windows, or attached building surfaces.
33. Extension cords must not be concealed behind walls, ceilings, or floors.
34. Electric power taps (surge protectors, power strips, etc.) must not be "piggy-backed" or "daisy-chained."
35. Defective (spliced or damaged) flexible electric power cords must not be used.

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

School Dress Code

In accordance with Board policy and the *Education Code 35183. 35183.5, 48907, 49066*, and *Code of Regulations Title 5, 302* both students and staff of the school campus have the constitutional right to be safe and secure in their schools. Students will come to school having paid proper attention to their personal cleanliness and neatness of dress

Uniform Policy

The goal of ACE Charter School is to help low-achieving students change their academic trajectory away from failure and accelerate them toward proficiency as a stepping stone to college. This preparation is not only academic, but extends to all aspects of their daily lived. In the service of that goal, we have designed a uniform policy to reflect our norms of professionalism, which contribute to life-long success. Our uniform policy is designed to ensure that students are clean, neat, well-kept and age-appropriately dressed from head to toe. Students are expected to be in proper uniform at all times.

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

The student uniform at ACE Charter School consists of:

- ACE polo shirt – SHIRT MUST BE TUCKED IN
    - Even when wearing sweatshirts, shirts must be tucked in
    - Can be untucked during PE but most be tucked in by the time students are in their college-ready lines to enter their next class
    - Remains tucked in until the student leaves campus at the end of the day
- Khaki pants (Capri pants are acceptable). No designs whatsoever on pants
- Khaki skirts or shorts (skirts and shorts must be at the knee)
- Must wear an appropriate belt. School staff has the discretion to ask a student to change her/his belt.
- ACE sweatshirt or other black/white/grey sweatshirt (no logos allowed)
- Backpack (no blue, red, or logos allowed)

The following items are NOT allowed at ANY time:

- Distracting jewelry (hoop earrings larger than 1 inch in diameter)
- Make up
- Head coverings of any kind (unless excused by a medical professional; written note must be provided)

- Nike Cortez tennis shoes or tennis shoes with ANY red or blue Slip on shoes without laces
- Red or blue accessories (shoe laces, bracelets, necklaces, hair ties, etc.)

Students that do not come to school in their uniform will not be allowed to attend classes until they are in proper uniform. Parents/guardians/family members will be contacted and will be asked to bring a change of clothes for their student before s/he is allowed to go to class.

Free Dress

Free dress days will be announced. Students who are in good academic and behavioral standing will be notified of their free dress privilege in advance of the Free Dress day. Students who earn free dress must comply with the following guidelines:

- No sagging or oversized pants
- Shirts must be an appropriate length
- Sleeveless shirts are not allowed
- No tight fitting clothing allowed (shirts, jeans, pants, etc.)
- No articles of clothing or accessories with any red or blue
- Distracting jewelry (hoop earrings larger than 1 inch in diameter)
- Make up
- Head coverings of any kind (unless excused by a medical professional; written note must be provided)

School staff will always have the discretion to determine the appropriateness of any item of apparel brought to school by any student.

Personal Belongings

For the sake of attention to learning at all times, students are not allowed to have items at school that will distract from the academic tasks at hand. Prohibited items include but are not limited to:

Gum
Soda
Weapons and toy weapons
Gameboys or any other electronic toys
Cash
Cell phones or other electronic devices
Candy
Any illegal substance
Stuffed animals or dolls
Radio or Walkman or MP3 Player
Jewelry

If students are seen on campus in possession of any prohibited items, said items will be confiscated and appropriate disciplinary action will be taken. Depending on the item confiscated, a parent/guardian will have to come to campus to retrieve said item. If a student is caught on campus with a prohibited item more than once, said item will not be returned to parents/guardians until the last day of the school year.

Offenses & Consequences

1st offense: The student will be given a warning; personal responsibility is expected.

2nd offense: Parent contacted by school for change of clothing; parent conference; may result in other disciplinary actions.

3rd offense: Student is suspended; possible recommendation of transfer to an alternative school or placement; may result in other disciplinary actions.

(Note: Continued failure to comply with dress code may result in increased disciplinary actions; serious single or first time offenses may result in immediate suspension.)

Responsibilities

Parents have the responsibility for seeing that students are dressed properly for school. School personnel have the responsibility for maintaining and enforcing an appropriate dress code conducive to learning.

These guidelines are designed to help reduce potential problems on campus and provide a positive learning environment.

Faculty Dress Code

The Board of Directors believes that teachers serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages employees, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. The dress at ACE should be business attire and/or business casual. Accordingly, all staff shall adhere to the following standards of dress:

1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three

inches above the knee. ACE staff may not wear the following: facial rings, flip-flops, gym shoes, denim, jogging suits, or ill-fitting clothing.

2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices.

Hats may be worn outside for sun protection (*Cal. Ed. Code § 35183.5*). All hats are to be removed upon entering school buildings. Requests for an exception to this policy requires prior approval and must be granted by the Chief Executive Officer.

3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing.

Jeans are generally not permitted, except on designated casual dress days, customarily on Fridays. Shorts should be modest in length and should be no higher than three inches above the knee.

4) Skirts and dresses should be no higher than three inches above the knee.

5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

6) For safety purposes, earrings must not dangle more than one inch below the ear.

7) Clothing or jewelry with logos that depict and/or promote gangs (as defined in *Cal. Ed. Code §35183*), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

8) Appropriate shoes must be worn at all times

Bullying Prevention Policy

The goal of this policy is to assure that ACE Charter School acts promptly to resolve disputes, taunting, harassment, or bullying that could result in violence.

ACE believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

ACE will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

ACE expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, ACE will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff is expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

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Policy on Conflict Resolution

ACE believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, ACE Charter School will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

ACE will provide training activities to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students are encouraged to help fellow students resolve problems peacefully.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement or students observing conflict may contact an adult or peer mediators.
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

To guide students as they move through ACE Charter School, the following core principles will be in place. All students, staff, and school community members will be expected to abide by the following core values:

ACE's Core Values

1. **Show Respect**– Respectfulness is not only valued, but it is a clear expectation at ACE Charter School. The students at ACE Charter School are expected to respect each other, the teachers, their learning, the school, their parents, and the entire community surrounding ACE Charter School. We expect the students to participate in a respectful manner, which will ensure better learning opportunities for all students. In addition, the teachers of ACE Charter School will teach the core value of respect to the students in order to ensure their continued respect for their families and surrounding community.

2. **Show Pride –** Students are expected to carry themselves with pride and to show pride in everything that pertains to them. This relates to their work in class and outside of class, their appearance, and their care for their surroundings.

3. **Show *Ganas***– Academic success for all is dependent on hard work and relentlessness. ACE students are expected to put forth 100% effort at all times, including but not limited to the classroom, the lunch area, before and after school, and when doing homework. By showing *ganas*, students will be able to surmount obstacles not only in school but also in life.

Campus Violence Safety Procedures

School staff should follow these guidelines <u>when a fight occurs</u>:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. **Do not intervene or try to break up the fight if the students are in 5th grade (or above).**
4. Obtain help from other teachers if at all possible.
5. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
6. Call out the names of the involved students and let them know they have been identified.
7. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
8. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
9. Remember that no one can "cool down" instantly; give the student's time to talk in a calm setting and gradually change the climate of the situation.

School Staff should follow these guidelines <u>when a riot occurs</u>:

1. The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
4. Activate needed emergency plans, which may include:
   a. Instructing office staff to handle communications and initiate lockdown orders.
   b. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
   c. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
   d. Direct a teacher or designee to initiate lockdown and immobilize the campus.
   e. Brief a representative to meet the media.
   f. Assign staff to a pre-designated medical treatment/triage facility.

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or

his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified. If a serious assault occurs:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the Principal, or his/her designee.
7. School Principal, or his/her designee will submit incident report to the local law enforcement if incident is serious.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

1. Notify local law enforcement authorities-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to School Principal, or his/her designee.
3. Do not argue with participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside building, unless instructed otherwise by the Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for School Principal, or his/her designee.

Safety Procedure for Visitors on Campus

All visitors on campus other than parents who are on campus solely for the purpose of dropping off or picking up their child or children must sign in at the school office and wear a visitor badge at all times while on campus.

- Parents or other visitors are prohibited from entering classrooms unless invited to do so by the teacher.

- Disruptive behavior, including but not limited to yelling, swearing, violence, undermining of ACE employees, or horseplay is strictly prohibited.

- In the case of any conduct in violation of this Policy on school grounds, the Principal or designee may order the parent or visitor to immediately leave school grounds pursuant to *California Penal Code Section 626.7* and may result in contact to law enforcement. A parent or visitor who does not leave after being asked or returns without signing in and following this policy, will be guilty of a crime which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months, or both.

- Additionally, ACE may pursue a restraining order against a parent or visitor who engages in behavior prohibited by this policy, which would prohibit that parent or visitor from coming onto school grounds, attending school activities, or contacting the school directly or through an agent for any purpose for a period of three (3) years.

- Pursuant to *Education Code Section 44811*, disruption by a parent or other person at a school or school sponsored activity is punishable, upon the first conviction, by a fine of not less than five hundred dollars ($500) and not more than one thousand dollars ($1,000) or by imprisonment in a county jail for not more than one (1) year, or both.

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Procedures to Ensure a Safe and Orderly Environment

School-Wide Discipline Policy

The purpose of ACE's School-Wide Discipline Policy is to protect the learning environment for all students to ensure that inappropriate distractions do not take away from every student's right to learn. Teachers and staff will work diligently to help students and to meet their academic needs. Students will be informed of the behavior expectations and the code of conduct early in the school year. They will be shown and taught the correct behaviors to ensure their academic success while at ACE.

However, if a student repeatedly commits offenses against the school's code of conduct and is not meeting the school's behavior expectations, the student is subject to receiving a discipline referral from any school staff member.

The following offenses are subject to consequences and could lead a student to receive discipline referrals:

Persistent disruptive behavior
Yelling out in class
Shuffling backpack
Slamming your book
Doing work for other classes
Talking to neighbors
Laughing inappropriately
Instigating off-task behavior
Slamming chairs, desks, doors
Passing notes
Uniform violations
Other:
Eating candy/gum in class & passing it to other students
Electronics: Cell phones, Mp3 players, PSP's, Toys
Skateboards, scooters
Sports equipment from home
No homework (clean slate every 8 weeks)
Unprepared: disorganization of papers, lack of supplies, etc.
Using profanity or vulgarity in any language
Cheating or plagiarism

Using profanity or vulgarity in any language
Public displays of affection
Wearing make-up
Throwing objects
Name calling
Lying
Teasing
Not in uniform
Racist, sexist, homophobic comments
Gang paraphernalia
Cursing at someone
Defiance
Deliberately ignoring staff directions

Talking back to staff/ volunteers
Fighting
Intimidation
Vandalism
Punching, kicking or other physical violence

Forging parent signatures
Stealing

Withholding information Drugs or Weapons (as per Education Code)

Teachers and all other school staff members are expected to provide students with clear directions, instructions, and models for appropriate school behavior. As such, students are expected to monitor their own behavior as well as to be socially responsible and encourage other community members to do the same. If, however, there are discrepancies in student behavior, the following policy will be enforced:

1. First offense: Student will receive a warning for any and all inappropriate behavior.
2. Second offence: Student will have to complete a classroom reflection form and will be allowed to remain in class if inappropriate behavior is corrected.
3. Third offense: Student will be sent to the office to complete a "No Ganas" reflection form and will have a meeting with the Principal. Student will also have to call home to inform her/his parent/guardian/family member of the inappropriate behavior.

Students who continually violate any of the Four Core Values or school agreements will be subject to the following behavior expectations and discipline policy:

1. First referral to the office:
    a. Student will be sent to the principal's office with a referral form.
    b. The principal will conference with the student and will notify parents/guardians via phone call as well as with a copy of the referral. This referral must be signed by the parent/guardian and returned to the office the next school day.
    c. The school office manager will log the incident in the school-wide discipline database and the referral, along with any other supporting documentation, will be placed in the student's discipline file.

2. Second referral to the office:
    a. Student will be sent to the principal's office with a referral form.
    b. The principal will conference with the student and will notify parents/guardians via phone call as well as with a copy of the referral. This referral must be signed by the parent/guardian and returned to the office the next school day.
    c. The principal will schedule and hold a meeting between the student and teacher who provided the referral. The principal will ensure that a plan of action for positive behavior is developed and agreed to by both the student and the teacher. Two copies of this plan of action will be sent home (one for the family to keep and another to be signed and returned to the office). The student will also be provided with a copy of the plan of action for her/his reference.
    d. The school office manager will log the incident in the school-wide discipline database and the referral, along with any other supporting documentation, will be placed in the student's discipline file.

3. Third referral to the office:
    a. Student will be sent to the principal's office with a referral form.

b. The principal will conference with the student and will notify parents/guardians via phone call as well as with a copy of the referral. This referral must be signed by the parent/guardian and returned to the office the next school day.
c. The principal will schedule and hold a meeting between the parent, student, and teacher who provided the referral. The principal will ensure that a plan of action for positive behavior is developed and agreed to by the parent, student and the teacher. Two copies of this plan of action will be sent home (one for the family to keep and another to be signed and returned to the office). The student will also be provided with a copy of the plan of action for her/his reference.
d. The school office manager will log the incident in the school-wide discipline database and the referral, along with any other supporting documentation, will be placed in the student's discipline file.

4. Fourth referral to the office:
    a. Student will be sent to the principal's office with a referral form.
    b. The principal will conference with the student and will notify parents/guardians via phone call as well as with a copy of the referral. This referral must be signed by the parent/guardian and returned to the office the next school day.
    c. The principal will call a meeting of a Student Study Team (SST) between the parent, student, and all of the student's teachers to review the student's academic progress and/or behavior patterns at school.
    d. The principal will ensure that a plan of action for positive behavior and academic support is developed and agreed to by the parent, student and the teachers. Two copies of this plan will be sent home (one for the family to keep and another to be signed and returned to the office). The student will also be provided with a copy of the plan of action for her/his reference.
    e. The student must check in on a bi-weekly basis with the principal to discuss her/his progress in the areas of behavior and academics.
    f. The school office manager will log the incident in the school-wide discipline database and the referral, along with any other supporting documentation, will be placed in the student's discipline file.

5. Fifth referral to the office:
    a. Student will be sent to the principal's office with a referral form.
    b. The principal will conference with the student and will notify parents/guardians via phone call as well as with a copy of the referral. This referral must be signed by the parent/guardian and returned to the office the next school day.
    c. The principal will call a second meeting of a Student Study Team (SST) between the parent, student, and all of the student's teachers to review the student's academic progress and/or behavior patterns at school.

d. The principal will ensure that a plan of action for positive behavior and academic support is revised and agreed to by the parent, student and the teachers. Two copies of this plan will be sent home (one for the family to keep and another to be signed and returned to the office). The student will also be provided with a copy of the plan of action for her/his reference.
e. The student must check in on a weekly basis with the principal to discuss her/his progress in the areas of behavior and academics.
f. The school office manager will log the incident in the school-wide discipline database and the referral, along with any other supporting documentation, will be placed in the student's discipline file.

Should a student receive more than five (5) referrals to the office for not adhering to the Four Core Values of the school, s/he will be subject to suspension or to be recommended for expulsion. Also, at any point throughout the escalation of the discipline policy, depending on the gravity of the offense, students may also be subject to in-school and/or out-of-school suspension.

Suicide

All staff are responsible for safeguarding the health and safety of students. All staff are expected to exercise sound professional judgment, err on the side of caution and demonstrate extreme sensitivity throughout any crisis situation. All school personnel should be informed of the signs of youth depression/suicide.

Any staff member who is originally made aware of any threat or witnesses any attempt towards self-harm, that is written, drawn, spoken or threatened, will immediately notify the principal or their designee. Any threat in any form must be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. Thus, in cases of life threatening situations a student's confidentiality will be waived. ACE's suicide crisis response procedures will be implemented.

Attempted Suicide / Suicide Threat

- ALWAYS TAKE THREATS OF SUICIDE SERIOUSLY CALL 911 for medical assistance.
- Do not leave suicidal person unattended. Send a runner to inform your immediate supervisor or other responsible person, Principal/designee.
- The Principal/designee will:
  - Contact the parent/guardian, apprise them of the situation and make recommendations.
  - Put all recommendations in writing to the parent/guardian.

- If the student is known to be currently in counseling, the Principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
- If the parent refuses to cooperate, and there is any doubt regarding the child's safety, the school employee who directly witnessed the threat will pursue a 302 involuntary mental health assessment by calling **Santa Clara County Emergency Services at 408-885-6229**, and ask for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the Principal/designee.
- If the county delegate authorizes a 302 mental health assessment, then the county will authorize transportation to the assessment. If school security/resource officers should transport the student, then one district employee should drive and another should be seated next to the student. Do not drive the student in personal vehicles. Do not leave the student alone at any time. Depending on the level of the student's distress, the 302 petitioner (the employee who learned firsthand of the threat) may need to travel in a separate vehicle.

Note: If a threat is made during an after-school program, and no school personnel is available, call **Santa Clara County Crisis Emergency Services at 408-885-6229** or **1-800-SUICIDE** or **1-800-273-TALK** for help. Inform the Principal of the incident and actions taken.

The law requires that you do only what is reasonable under the circumstances; for example, do not try to remove a gun or other weapon from the person.

Suicidal Act

The first school employee on the scene must call for help from another staff member, locate the individual and follow district emergency medical procedures, such as calling 911.

- A staff member must notify the Principal/designee.
- Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- Principal/designee will involve Student Services personnel to assist as needed.
- Principal/designee will contact parent/guardian and ask them to come to the school or hospital.
- Principal/designee will call for assistance from the District's or County's on-call **crisis response team at 408-279-3312**.
- Principal/designee will document in writing all actions taken and recommendations.
- If the student is known to be currently in counseling, the Principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
- Principal/designee will involve the Student Assistance Program team for follow-up and support.
- Principal/designee will request written documentation from any treating facilities prior to a student's return to school.
- Student Services staff will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. Student Services staff will provide supportive counseling and document all actions taken.
- Media representatives should be referred to the appropriate school spokesperson [e.g., Principal, or Communications Coordinator]. School staff should make no statements to the media.

Procedure to Handle the Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.

2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.

3. Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.

4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.

6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Blood borne Pathogens Safety Procedures

The ACE Board recognizes its dual responsibility to protect the health of students and staff from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education. For purposes of this policy, infectious diseases shall include all those listed by the State Department of Health Services and the County Health Department.

The admission of a student with an infectious disease other than the serious illnesses addressed below shall be determined by the Principal according to law. The Principal shall consult with the student's parent/guardian and, as required, with the student's physician and/or the County Health Department, in accordance with law and consistent with confidentiality provisions.

The blood borne pathogens safety procedure has been developed by ACE Charter School to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens as outlined in the *California Code of Regulations ("CCR") Title 8, Section 5193*.

- The Principal, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. ACE Charter School has established the following exposure control plan to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

- The Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with ACE's exposure control plan, employees having occupational exposure shall be trained in accordance with applicable state regulations (*8 CCR 5193*) and offered the hepatitis B vaccination.

- The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

- Any employee not identified as having occupational exposure in ACE's exposure determination may petition to be included in ACE's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Exposure Control Plan

The following are several principles that should be followed by ACE employees when working with, or if exposed to, blood borne pathogens:

- Being prudent and wise in their work to minimize exposure to blood borne pathogens
- Never underestimate the risk of exposure to blood borne pathogens
- ACE shall work to institute as many work practice controls as necessary to minimize or eliminate employee exposure to blood borne pathogens.

To ensure that this policy is kept current, it will be reviewed and updated as follows:

- At least one time annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees
- Whenever an employee is exposed to a blood borne pathogen

The plan is available for review by all ACE employees at any time in ACE's Main Office.

<u>Precautions</u>

To effectively eliminate or minimize exposure to blood borne pathogens, ACE has implemented the following precautions.

- ACE employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.

- Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to all employees who have potential for exposure.

- Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact

with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.

- Gloves and other PPE should be worn at a minimum under the following conditions:
  - ✓ At all times when contact is anticipated with blood or other bodily fluids.
  - ✓ When the wearer has an open sore or cut and handling bodily fluids or blood.
  - ✓ When rendering first-aid.
  - ✓ When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva

- When cleaning up spills the following safe practices should be followed:
  - ✓ Always wear gloves and other PPE as necessary to prevent exposure ✓ Use towels or other absorbents in conjunction with soap and water.
  - ✓ Use approved disinfectants as necessary.
  - ✓ Discard absorbents and other materials in appropriate plastic bag labeled for such items
  - ✓ Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.

- The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
  - ✓ Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
  - ✓ If equipment or PPE become contaminated, immediately remove and replace them.
  - ✓ Inspect and decontaminate any bins, pails or other similar receptacles which may become contaminated
  - ✓ Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
  - ✓ Discard regulated waste in manner consistent with law.
  - ✓ Discard sharp objects immediately in containers provided for such. ✓ Always close containers.
  - ✓ If a container is leaking place one container in a second container.
  - ✓ Containers for regulated waste other than sharps are red in color and labeled biohazard.
  - ✓ The Business Manager is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal offsite shall be kept by the school.

<u>Labels and Signs</u>

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, sharps disposal containers, other containers used to store contaminated material.

Hepatitis B Vaccinations, Post Exposure and Follow up

- The vaccination program has been implemented for those employees who may be exposed to blood borne pathogens during their routine work tasks. There is no cost to employees for the vaccinations. The vaccination program consists of a series of three inoculations over a six month period.

- Vaccinations shall be performed under the supervision of a licensed physician or other health care professional. A list of Employees interested in taking part in the vaccination program shall be created and kept. A list of employees who decline to take part in the vaccination program shall be created and kept as well and will have signed a "vaccination declination form". The Principal or a designated employee shall notify all interested employees of the time and date of the vaccination, at least 2 weeks prior to the vaccination date.

If an employee is accidentally exposed to blood borne pathogens during the performance of their work, the following shall be immediately conducted:

- Employees shall receive medical consultation and if necessary, treatment
- An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
- Date and time of exposure
- Location of exposure
- The type of potentially infectious materials (blood, urine, etc.)
- Source of infectious materials
- Circumstances of the exposure (type of work being conducted)
- Cause of exposure if known (accident, equipment malfunction, etc.)
- Was PPE being worn
- Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)

After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.

- A post-exposure check list shall be used.
- Follow-up shall provide exposed employee with the following confidential info:
  - Documentation regarding the routes of exposures and circumstance ○ Identification, if possible, of the source individual (unless infeasible or prohibited by law).
  - If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.

- The process is to remain confidential. o The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

The healthcare professional shall provide ACE with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations is indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about any medical conditions resulting from the exposure incident which require further evaluation or treatment.

A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

All medical records concerning employees are kept confidential and will not disclose or report any information to anyone without the written consent of that employee (except as required by law).

Information and Training

Employees shall be retrained annually to ensure that their knowledge is current. New employees or those who may be assigned a new task will receive this training as necessary. The Business Manager or the Principal is responsible for ensuring that all employees who have a potential for exposure to blood borne pathogens receive this training. Records of the training shall be maintained by the School Office Manager and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

- ACE's Exposure Control Plan (outlined above)
- The location of this policy and that it is available for review at any time
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program

- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

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Severe Weather Procedure

Flood

If Indoors:

- Be ready to evacuate as directed by the Emergency Coordinator and/or the designated official
- Follow the recommended primary or secondary evacuation routes

If Outdoors:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If car/bus/van stalls, abandon it immediately and climb to a higher ground

Tornado

- When a warning is issued by sirens or other means, seek inside shelter

Consider the following safe places:

- Small interior rooms on the lowest floor and without windows
- Hallways on the lowest floor away from doors and windows
- Rooms constructed with reinforced concrete, brick or no windows
- Stay away from outside walls & windows
- Use arms & protect head & neck
- Remain sheltered until the tornado threat is announced to be over

Extended Power Loss Procedure

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss: ○ Fire sprinkler system ○ Standpipes ○ Potable water lines ○ Toilets
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids or provided with auxiliary heat sources

Upon Restoration of Heat & Power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry
- Fire & potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on

Poisoning, Chemical Spills, Hazardous Materials Safety Procedures

Poisoning:

If a student ingests a poisonous substance:

- Call **Poison Control Center Link Line 1-800-222-1222**. Take appropriate first aid measures. ▪ Call parents.
- Notify Principal/designee.

Chemical Spill on Site:

The following are the locations of:

Spill Containment & Security Equipment:
Custodian Closet by the 5th and 6th grade bathrooms

Personal Protective Equipment (PPE):
Custodian Closet by the 5th and 6th grade bathrooms

When a large chemical spill has occurred:

- Immediately notify the designated official and Emergency Coordinator
- Contain the spill with available equipment
- Secure the area & alert other site personnel
- Do not attempt to clean the spill unless trained to do so
- Attend to injured personnel & call the medical emergency number if required
- Call a local spill cleanup company or the Fire Department to perform a large chemical spill cleanup ▪ Evacuate building as necessary

When a small chemical spill has occurred:

- Notify the Emergency Coordinator and/or supervisor
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE
- Review general spill cleanup procedures

Name of Spill Cleanup Company: **County of Santa Clara – Dept. of Environmental Health**

Hazardous Substances:

Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Break Fluid
Airborne Gases/Fumes	

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination

Move people/personnel away or evacuate from contamination area

Biological / Chemical Attack

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Principal/designee will call "911" and the **California Emergency Management Agency, State Warning Center 1-800-852-7550** and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Principal/designee will notify the Local District Superintendent of the situation.
4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The Principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Principal/designee will call "911" and the California Emergency Management Agency, **State Warning Center 1-800-852-7550** and will provide the exact location and nature of emergency.
4. The Principal/designee will notify the Local District Superintendent of the situation.

5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the Principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the Principal/designee, using the PA system or other means without leaving the building.
4. The Principal/designee will call "911", and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location and nature of emergency.
5. The Principal/designee will notify the Local District Superintendent of the situation.
6. The Principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are outside, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems.

Steps for self-decontamination:

- REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm water.
- LISTEN TO RADIO/PA System for other instructions.

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Air Pollution / Smog

Individuals whom it May Affect

It is recommended that protective measures be taken by sensitive persons. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to re-circulate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).
- If we are notified, via the health department/district office, that it is unhealthful for students to be outside, you will be notified, via the all-call system, that recesses are cancelled.
- We will follow the “rainy day” schedule for lunch

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

- IF AT HOME, REMAIN HOME. Sites will be closed until the Emergency Operations Center Director/Incident Commander is notified that the warning is terminated. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Emergency Operations Center Director.

Stage 3: Declared Emergency

- IF AT HOME, REMAIN HOME. Sites will be closed until the Emergency Operations Center Director/Incident Commander is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Emergency Operations Center Director/Incident Commander.

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Fallen Aircraft

This procedure addresses situations involving an **Aircraft Crash** on or in proximity to school property. If a crash results in a fuel or chemical spill on school property refer to the section on Biological or Chemical Release. If a crash results in a utility interruption, refer to section on Loss of Power.

Procedure

1. The Principal/designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in the *"Immediate Response Actions"* section.

2. If the Principal/designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4. The Principal/designee will call "911" and the Police and will provide the exact location (e.g., building or area) and nature of emergency.

5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section titled: *"Poisoning, Chemical Spills, Hazardous Materials Safety Procedures"*. If the crash results in a utility interruption, refer to section on Loss of Power.

6. The Principal/designee will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.

7. The First Aid/Medical Team will check injuries to provide appropriate first aid.

8. The Principal/designee will call the office of the Local District Superintendent. A member of this group will call the Office of Communications with information on this situation as appropriate.

9. Any affected areas will not be reopened until the Santa Clara County HazMat Compliance Division or appropriate agency provides clearance and the Principal/designee issues authorization to do so.

10. If it is unsafe to remain on campus, the Principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Explosion

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion**: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. *[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]*. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats", refer to appropriate section.

Procedure

Scenario 1: Explosion on School Property

1. In the event of an explosion, all persons should initiate DUCK AND COVER.

2. The Principal/designee will consider the possibility of another imminent explosion and take appropriate action.

3. After the explosion, the Principal/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.

4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.

5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

6. The Principal/designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.

7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.

8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

10. The Principal/designee will notify the Local District Superintendent of the situation. A member of this group will call the Office of Communications with information on the situation.

11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.

12. When it is determined safe to enter affected areas, the Principal/designee will advise the Search and Rescue Team to initiate search and rescue activities.

13. The Principal/designee will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the Principal/designee gives authorization to do so.

15. The Principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property

1. The Principal/designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

2. If the Principal/designee issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4. The Principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.

5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

6. The Principal/designee will advise the Search and Rescue Team to initiate rescue operations.

7. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

8. The Principal/designee will notify the Local District Superintendent of the situation.

9. All affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.

11. The Principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The Principal/designee will initiate the SHELTER-IN-PLACE response action.

2. The Principal/designee will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.

3. The Principal/designee will take further actions as needed.

4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Principal/designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The Principal/designee will initiate the SHELTER-IN-PLACE response action.

2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.

3. The Principal/designee will notify "911" and provide details on the area and personnel affected at the school.

4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.

5. The Security/Utilities team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

6. The Principal/designee will monitor radio or television announcements and initiate further actions as appropriate.

7. At the Principal/designee's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.

8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Principal/designee issues further instructions.

Unlawful Demonstration / Walkout

An unlawful demonstration / walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal/designee.

2. The Principal/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.

3. The Principal/designee will notify the Local District Office to request assistance and will provide the exact location and nature of emergency.

4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

5. If students leave the campus, the Request Gate Team, in consultation with the Principal/designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.

6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal/designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.

7. The Documentation staff member should keep accurate record of events, conversations and actions.

8. All media inquiries will be referred to the designated school's Public Information Officer.

9. The Principal/designee should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.

10. The Principal/designee will notify parents of the incident, as appropriate.

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Emergency Response Procedures

School Crisis Team

Designated Responsible Official

Name: Jarrett Poston (Pirincipal_ **Phone:** (408) 372-6012

Emergency Coordinator

Name: Suyen Jimenez **Phone:** (408) 396-9844

Emergency Response Team:

Site Communications Team	Jarrett Poston	(408) 372-6012
Utilities & Hazards Team	Jocelyn Trejo	(408) 426-6361
	Maria Tamayo	(408) 661-4256
First Aid Team	Erin Fukushima	(408) 829-2112
Food & Water	Jennifer Perez	(408) 682-0983
Traffic & Security	Michelle Williams	(408)892-2505

Assistants to Physically Challenged Christina Adler (408) 641-0858

Any physically able, full time ACE employee not with students at the time of the emergency and with no other emergency responsibilities will lead teams of other staff members to assist with necessary student evacuations.

ACE Charter School Crisis Team Roles & Responsibilities

Site Communications Team

- Activate Alarm

- Call 911
- Call the ACE ED (480-677-1546)
- Call District Emergency Operations Center (408-928-6976)

Utilities & Hazards Team

- Call utility company
- Control the main shut-off valves & switches for gas, water, electricity & assure that no hazards result from broken or down lines
- Assist rescue operations
- Assist fire-fighting efforts until regular fire-fighting personnel take over
- Survey & report damage to Communications Team
- Help disburse supplies & equipment
- Help conserve usable water supplies

First Aid Team

- Setup First Aid Station
- Report to first aid station with 2 way radio & emergency medical supplies
- Supervise the use & distribution of first aid supplies
- Notify Site Communications Team of staff and student injuries
- Document treatment, time and release of all injured on nurse's treatment log
- Determine need for more extensive treatment & notify Site Communications Team

Food & Water

- Directing the use & preparation of cafeteria stock & water supply whenever the feeding of children or adults becomes necessary
- Monitor use of all water
- Distribute food supplies, as available & needed
- Setup hand washing station using prepackaged wipes
- Discuss with principal & Student Release Team the approximate number of students needing long-term care, so that appropriate rationing of food & water can begin

Traffic & Security

- Maintain a clear entrance to school for emergency vehicles
- Direct other vehicles to available parking
- Direct authorized adults to students' release area
- Maintain supervision of all students until authorized release

Emergency Phone Numbers

Fire Department: 911 or 1-408-277-4444

Ambulance: 911 or 1-408-574-3819

Police (Emergency): 911 or 1-408-277-8911

Electric: 1-408-282-7119

Water: 1-408-279-7900

Gas: 1-408-282-7119 or 1-800-743-5000

Telephone: 1-800-750-2355 (AT&T)

Building Manager: 1-408-685-1406 (John Bronson)

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Safety Committee

Name	Title	Phone
Jarrett Poston	Principal	408-460-2763
Suyen Jimenez	Assistant Principal	408-396-9844
Michelle Williams	Assistant Principal	408-892-2505
Shelene Herrera	Operations Coordinator	408-497-2508
Rosie Bravo	Operations Manager	408-624-0171

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School Crisis Response Box Checklist

Determine specific needs and ensure that all the contents are in the appropriate box/pack and are current.

Last updated: __/__/2017

By (print name): _____

Signature: _____

- Map or diagram of campus with evacuation sites marked
- Staff emergency vest(s) of appropriate color (if required)
- Student/staff emergency cards/roster
- Student/staff attendance for current day
- Student/staff sign out sheet (not official)
- Appropriate facility keys
- Latex gloves in zip lock bag
- Flashlight with batteries bagged separately
- Whistle
- Two pens
- Large marker
- Small notebook and/or legal pad
- Scissors and/or utility tool
- Post it notes
- Assorted Band-Aids
- Lifesavers or other hard candy
- Class activity or game (if appropriate)

Initial Response to Emergencies

School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in the "Emergency Response Plan".

Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the types of emergencies listed below are provided in the "Emergency Response Plan".

Medical Emergency, Illness, Injury
Fire in Surrounding Area
Fire on School Grounds
Earthquake
Bomb Threat
Intruder, Hostage Taking, Lockdown
Severe Weather
Extended Power Loss
Poisoning, Chemical Spills, Hazardous Materials
Severe Allergic Reaction
Biological or Chemical Attack
Radiation Threat
Armed Assault on Campus
Drive-by Shooting
Air Pollution / Smog
Fallen Aircraft
Explosion
First Aid, CPR and Health Screening

Unlawful Demonstration/Walkout

Identify Level of Emergency

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Notification Procedures

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school Principal to the ACE main office. Information should include the nature of the incident and the impact, on the facility, students and staff.

2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

3. In the event the ACE main office is in receipt of information, such as a weather warning that may affect a school within ACE, the information shall be provided to the school Principal.

Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The Principal will be responsible for activating the school emergency operations plan and the initial response. The most common immediate response actions initiated during school emergencies are:

Drop, Cover and Hold
Shelter-In-Place
Lockdown

Evacuate Building
Off-Site Evacuation
All Clear

Procedures for each of these are included in the "Emergency Response Plan".

Immediate Response Actions

Drop, Cover, and Hold
This action is taken to protect students and staff from flying or falling debris.

Description of Action
1. This action is to be taken immediately in case of an earthquake once shaking is perceived by the teachers and staff, even without the initial announcement by the Principal.
2. If possible, the Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS."

3. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
4. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
5. Teachers and students should move away from windows.

Shelter-in-Place
This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom / building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Lockdown

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN

ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Evacuate Building
This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation
This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.
Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Evacuation Map.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

Staff Responsibilities:

Principal

- Orders evacuation via all-call system and with bell system.
- Takes student accounting as classes leave school site.
- Does final check of buildings and leaves for evacuation site.
- Communicates with Designee as needed

Principal's Designee

- Takes student accounting as classes leave school building.
- Does final check of buildings and leaves for evacuation site.
- Communicates with Principal as needed.

Teachers

- Teachers prepare to evacuate by:
- Getting **Emergency Pack.**
- Turning **off** air/heating.
- Taking student count before exiting room.
- Students ***take*** jackets, but ***leave*** backpacks, etc.
- Walk class in an orderly and quiet manner to assigned evacuation point.

All Clear

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

"YOUR ATTENTION PLEASE. IT IS NOW OK TOO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Training and Exercise

ACE understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

1. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

2. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

3. ACE will plan for 1) Earthquake, 2) Fire and 3) Evacuation drills.

4. ACE will participate in any external drills or exercises sponsored by local emergency responders or state agencies, such as The Great California Shake Out drill. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the school will participate as it relates to improving the school's ability to respond to and deal with emergencies.

Activities by Phases of Emergency Management

This plan addresses emergency actions that are conducted during all four phases of emergency management.

Mitigation/Prevention

ACE will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

1. Hazard Analysis
2. Identifying hazards
3. Recording hazards
4. Analyzing hazards
5. Mitigating/preventing hazards
6. Monitoring hazards
7. Security Audit

Preparedness

Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan, its annexes, and appendices.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing an After Action Review after drills, exercises and actual emergencies.
6. Revise plan as necessary.

Response

ACE will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

Recovery

If a disaster occurs, ACE will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Emergencies Occurring During Summer or Other School Breaks

If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

i. Disseminate information to Emergency Response Team members and request a meeting of all available members. ii. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.

iii. Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
iv. Notify general faculty/staff by letter or telephone with appropriate information.
v. Schedule faculty meeting for an update the week before students return to school.
vi. Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Evacuation Routes

Evacuation route maps have been posted in each work area. The following information is marked on evacuation maps:

- Emergency Exits
- Primary & Secondary Evacuation Routes
- Locations of Fire Extinguishers
- Fire Alarm Pull Stations Locations
- Assembly Points

All Site personnel know 2 evacuation routes.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

Primary On-Site Evacuation/Assembly Location

Organization + Location	ACE Charter School (East Parking Lot)
Address	1665 Santee Drive San Jose, CA 95122
Phone Number	(408) 326-2155

Secondary Off-Site Evacuation/Assembly Location

Organization + Location	Educare
Address	1399 Santee Dr, San Jose, CA 95122

These will be the primary evacuation areas for ACE Charter School. Students will exit the facility in an orderly manner and congregate according to their classes in the parking lot or field area, which is an open space void of any trees or power lines. If this space is unavailable or we require more open space in an emergency, we will utilize the public park at Educare.

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Staff Training

In the beginning of the school year, the staff is introduced to the rules and regulations that have been established as Board policy and regulations within ACE. These rules and regulations include safety, sexual harassment, expulsions, suspensions, evacuations, pandemic procedures, and various other safety protocols and expectations for ACE. We will spend time during the in-service reviewing the safety expectations, regulations, and their rights as teachers and staff members. In addition, this information is provided to the staff in a memorandum.

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

Emergency Procedures

Medical Emergency Reporting Procedure

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information
   a. School name and phone number
   b. Building address including nearest cross street(s)
   c. Exact location within the building
   d. Your name and phone number
   e. Nature of the emergency
   f. Do not hang up until advised to do so by dispatcher
3. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
5. Stay calm. Keep victim warm with a coat or blanket. Do not leave person unattended.
6. Do not move the victim unless there is danger of further injury.
7. Do not give the victim anything to eat or drink.
8. Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Medical Emergency General Guidelines

For minor accidents, use first aid kit in classroom.

If child complains of illness, question him/her to determine severity.

a. For minor illness, have child rest head on desk for 10 to 15 minutes. IF he/she still complains, send him/her with note to the front office (or call office for escort).
b. If student is too ill to walk to office, call front office for immediate help and explain severity of situation.

If a child has convulsions: a.
Keep calm

b. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
c. Turn his/her head to one side so his/her tongue will not block his/her airway

d. Do not attempt to insert anything in his/her mouth
e. Send someone to the office or call the office for assistance

Chemical Burns of skin or eyes should be flushed with large quantities of water at the nearest source. Then send or call the office.

Insect Bites:
a. Remove stinger if possible.
b. Apply cold, wet towel
c. Send to office if systemic symptoms occur (labored breathing, swelling of entire body, etc.)

If a Tooth is displaced by traumatic injury, wrap tooth in moist gauze. Send tooth with injured child to office. Office needs to call parent immediately.

Playground Accidents:
a. Render first aid on playground if necessary
b. If child is mobile, take to office
c. If a stretcher is needed, call 911

RESCUE BREATHING	Tap and shout Open airway Look. Listen. Feel. Give 2 full breaths Check circulation Rescue breathing count: **ADULT:** 1 breath every 5 seconds **CHILD:** 1 breath every 3 seconds **INFANT:** 1 breath every 3 seconds
NOSE BLEED	Sit down Lean forward Stop the bleeding with a cloth
WOUNDS	Wash, apply bandage & ice if desired *Severe:* Have victim sit or lie down Apply direct pressure Treat for shock Get help
IF CHOKING	If unable to: Breathe, Cough, Speak then: Give thrusts (below rib cage) Repeat until clear

ELECTRIC SHOCK	Do NOT touch **GET HELP**

Notable Points:

- Do NOT move the victim unless absolutely necessary
- Call the following personnel trained in CPR & First Aid to provide the required assistance prior to the arrival of the professional medical help:

CPR Leads

Name: Jarrett Poston **Phone:** (408) 372-6012

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop the bleeding with firm pressure on the wounds (avoid contact with blood or other bodily fluids)
- Clear the air passages using the Heimlich Maneuver in case of choking

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. Attempt First Aid ONLY if trained & qualified.

Fire Emergency Reporting Procedure

When the fire is discovered:

- Activate the nearest fire alarm (if installed)
- Notify the local Fire Department by calling: **911 or 408-277-4444**
- If the fire alarm is not available, notify the site personnel about the fire emergency:
  - Call Teachers' cell phones

Evacuation Process for Teachers:

1. Get your class roster (clipboard).
2. Get the evacuation map (clipboard).
3. Count your students before you leave the room.
4. Close your door upon exiting the room.
5. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.

6. Take roll at the Assembly Area.
7. Listen for direction from the Incident Commander (Principal).

Central Office needs to:

1. Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:

a. School name and phone number:
ACE Esperanza Middle School, 408-372-6012
b. Building address, including nearest cross street(s):
1665 Santee Drive, San Jose, CA 95122
(McLaughlin and Audubon)
c. Exact location of the fire within the building

2. Have students and staff evacuate the building in accordance with established procedures.

Fight the fire ONLY if:

- The fire department has been notified; The fire extinguisher is in working condition
- The fire is small and is not spreading to other areas
- Escaping the area is possible by backing up to the nearest exit

Upon being notified about the fire:

- Leave the building using the designated escape routes
- Assemble in the designated area (see evacuation map)
- Remain outside until the competent authority announces that it is safe to reenter **Designated Official, Emergency Coordinator or Supervisors must:**

- Disconnect utilities & equipment unless doing so jeopardizes his/her safety
- Coordinate an orderly evacuation of personnel
- Perform an accurate head count of personnel reported to the designated area
- Determine a rescue method to locate missing personnel
- Provide the Fire Department personnel with the necessary info about the facility
- Perform assessment & coordinate weather forecast office emergency closing procedures

Area / Floor Monitors Must:

- Ensure that all employees have evacuated the area / floor
- Report any problems to the Emergency Coordinator at the assembly area

Assistants to the Physically Challenged should:

- Assist all physically challenged employees in emergency evacuation

*****Incident Commander or Safety Coordinator is the ONLY PERSON authorized to sign out a child in the event of ANY emergency*****

Fire Emergency Reporting Procedure (cont.)

Scenario 1: Fire In Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

- The Principal/designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- The Principal/designee will notify "911" and will provide the location and nature of emergency.
- The Principal/designee will instruct the Security/Utilities Team (*For crisis teams information, see "Crisis Teams" section in the Emergency Response Plan – ERP*) to prevent students from approaching the fire and keep routes open for emergency vehicles.
- The Principal/designee will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
- If the Principal/designee issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
- In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Site Communications Team of missing students.
- The Principal/designee will keep a battery-powered radio tuned to a local radio station for emergency information.
- As appropriate, the Principal/designee will activate Parent Alert System.
- The Principal/designee will notify the Local District Superintendent of the emergency situation. A member of this group will call the Office of Communications with information of this situation.
- If needed, the Principal/designee will notify Bus Dispatch to request busses for staff and student evacuation.
- The Principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Fire On School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the Principal/designee.
2. The Principal/designee will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Site Communications Team of missing students.
4. The Principal/designee will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
5. Attempt to suppress fires and initiate rescue procedures until the local fire department arrives ONLY if the fire is small and is not spreading to other areas and/or escaping the area is possible by backing up to the nearest exit.
6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. A School Administrator will direct the fire department to the fire and brief fire department official on the situation.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Principal/designee will notify the Local District Superintendent of the fire. A member of this group will call the Office of Communications with information on this situation.
10. If needed, the Principal/designee will notify Bus Dispatch to request busses for staff and student evacuation.
11. Any affected areas will not be reopened until the Santa Clara County Fire Department or appropriate agency provides clearance and the Principal/designee issues authorization to do so.
12. For fires during non-school hours, the Principal/designee and the Local District Superintendent will determine if the school will open the following day.
13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Earthquake Procedure

What to Expect During an Earthquake

The first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. You may be jarred by a violent jolt. You may

hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

During an actual earthquake, the signal to begin the emergency procedure is the sensation of severe quaking.

If you are NOT told to Evacuate, each teacher needs to:

Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.

DUCK, or **DROP** down on the floor.
Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
HOLD onto the furniture and be prepared to move with it.
Stay in this position for at least one minute or, in a real situation, until shaking stops.

After shaking stops, check for injuries, and render first aid.

<u>If you are instructed TO evacuate, each teacher needs to:</u>

1. Get your class roster (clipboard).
2. Get the evacuation map (clipboard).
3. Count your students before you leave the room.
4. Be last to leave the classroom but once out of the room get to the front of the student line.
5. Ensure that your door is open upon exiting the room.
6. Bring your emergency backpack to the outdoor Assembly Area.
7. Zero noise is to be adhered as the class walks to and waits

Staff Responsibilities

The staff responsibilities during an earthquake are slightly different from the responsibilities during a fire drill. Please read the following carefully:

- **Principal or designee** Initiates fire/evacuation drill. Evacuates students. Evaluates overall campus condition and takes precautionary action. Determines if conditions warrant forming a search and rescue team to find missing students. Determines when it is safe to return to class. Follows fire / evacuation written procedures at appropriate time.
- **Secretary** Calls 911. Follows fire / evacuation drill procedures at appropriate time.
- **Custodian** Evaluates overall campus condition and takes precautionary action. Takes necessary emergency precautions with gas, electricity, etc. Reports to Principal when the preceding actions are complete.
- **Teachers** Initiate ***drop and cover*** procedures. Follow fire/evacuation drill procedures at appropriate time.
- **Students** Respond to the earthquake drill in a quick, calm and orderly manner. Listen and respond quickly to all instructions from staff.
- **Other Personnel** Drop and cover. Follow fire/evacuation plan at appropriate t time.

Re-entry into Classrooms

The Principal/designee will consider the severity of the emergency. If deemed safe, students will reenter the campus. In **drill** situations, the announcement: "All Clear" will be announced on the PA system.

Procedures of Injured Parties

In the event that the emergency situation warrants a lock down of the campus, injured parties should be taken to the cafeteria or designated triage area.

Release of Staff

Once the student body is as safe and secure as possible, teachers will remain with their students until the Principal or designee releases staff to attend to personal situations, families and home.

Building evacuation following an earthquake is <u>vital</u> due to secondary hazards (explosions, fire, etc.)

When evacuating, please follow the Evacuation Map. Follow Fire/Evacuation Drill Procedures once assembled.

****Incident Commander or Safety Coordinator <u>is the only person who may check out a child</u> in the case of any emergency.****

ACE Charter School

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Bomb Threat

General Information

Every person answering the telephone must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance!

Person Receiving the Threat

Attempt to keep the caller on the line. Get as much information as possible from the caller. Refer to Bomb Threat Reporting Procedure and record appropriate data.

Immediately after receiving the threat, report all information to the Principal or closest designee to the office. The Principal or designee will coordinate procedures and make reports to the proper authorities.

Staff Responsibilities

Principal

- Assumes command of the crisis until replaced by the fire department/Sheriff's Department**.**
- Uses the bell system to signal (short bells in series) and the all-call system to announce, "Your attention please. Your attention please. Evacuate the building – Evacuate the building." With the Assistant Principal, makes a search of the entire campus.
- Upon consultation with law enforcement/fire department (usually after inspection by law enforcement) declares the buildings to be unsafe.
- If school buildings are deemed unsafe, students will be transported (Directed Transportation) and parents will be notified.
- If the campus is inspected and declared safe, students will re-enter classrooms.

Principal's Designee

- Searches the office and reports any relevant information to the Principal.
- Reports to the Principal and assists as necessary.

Teachers

- Make a prompt visual search of the classroom and report any relevant information to the administration by phone, (missing students.)
- If teacher receives bomb threat refer to bomb threat reporting checklist.
- Call office and inform them of the threat. Office to call 911.
- If evacuation is ordered, **take students** to designated evacuation area along with **emergency binder**.
- Leave room unlocked and turn off lights as you leave.

Custodian

- Check all restrooms and perimeters around buildings, back and side gates.
- In the event the custodial staff is not on campus for any reason, the following backup plan will be followed: The **Principal** and **Principal's designee** will split the duties of the custodian.

Custodian

- Will lock all gates

ACE Charter School

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Telephone Bomb Threat Reporting Procedure

Instructions: _____

- Be Calm & Courteous
- Listen & do not interrupt the caller
- Keep caller talking (pretend difficulty hearing)

Your Name: _____ Time:_ _ Date: _____

Document the following:

Caller's Identity:

Male Female Adult Juvenile Approximate Age: _____

Voice Characteristics:

Loud High Pitch Soft Deep Raspy Pleasant Intoxicated Other: _____

Accent: English Spanish Other:__ _

Speech: Fast Stutter Slurred Slow Distorted Nasal Other: _____

Language: Excellent Fair Foul Poor Other: _____

Background Noises:

Factory Machines Trains Music Street Animals Voices Party Airplanes Quiet

Ask the following questions to Bomb Threat Person (if possible):

- What time will bomb go off: _ _ _ _ _ _ _
- Where is it located:__ _ _ _ _ _ _

- What kind of bomb is it: _ _ _ _ _ _ _ _
- What kind of package is it in:_ _ _ _ _ _ _
- What is your name & address:_ _ _ _ _ _ _

Call the Police / Notify your supervisor immediately

Intruder / Hostage Taking / Lockdown Procedure

If someone enters the school grounds or buildings with a deadly weapon:

1) Avoid confronting the student or gunman.
2) Notify the School Principal, or his/her designee, or school office immediately.
3) Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

1) Notify law enforcement immediately.
2) Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
3) Determine the level of threat. If the level of threat is high, call for additional backup.
4) Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
5) If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

In case there is a HOSTAGE SITUATION at the school, staff should:

1) Stay Calm / Do NOT be a Hero 2)
Follow instructions of captor.
3) Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
4) Inform captors of medical or other needs.
5) Be prepared to wait; elapsed time is a good sign.
6) Don't try to escape; don't try to resolve situation by force.
7) Be observant and remember everything that is seen or heard.
8) If a rescue takes place, lie on the floor and await instructions from rescuers.
9) The School Principal, or his/her designee, should be responsible for the following:
10) Immediately notify law enforcement.
11) Move other students and teachers completely away from those who are in the hostage situation.
12) Keep everyone as calm as possible.

13) Be prepared to answer questions from media or family.

Lockdown Procedure

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the Police first, School Principal, or his/her designee, or school office immediately after.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

1. Give the "Lockdown Order" to all Teachers.
2. Notify law enforcement immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
4. Determine the level of threat. If the level of threat is high, call for additional backup.
5. Notify families of lockdown via One Call and repeat every 20 minutes with updates.

Classroom Teacher Should:

1. Lock the classroom door when the "Lockdown Order" is given.
2. Turn off all lights and HVAC
3. Barricade the door and any entrance to the classroom
4. Build a separate barricade for the students to hide behind
5. Quiet the students
6. Take roll and email to school administration
7. Wait for the "All Clear" order
8. Do not give information to parents. All messaging will filter through the Office Manager or Central Office.

Language during a lockdown

San Jose Police Department strongly discourages the use of any code words and/or phrases. When school administration or SJPD makes contact with staff, they will use clear and simple language with directions and questions. Staff should also reply in simple and clear language. **Turn on your cell phones:**

All ACE Staff are responsible for having a charged & functioning cell phone in their classroom (or on their body if supervising students outside) at all times.

Take Role & Assess Medical Situation:

When you are locked down, please take roll and assess the medical situation in your classroom.

Severe Allergic Reaction (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are:

- peanuts
- tree nuts
- fish
- shellfish
- egg
- cow's milk
- sesame
- soy
- insect stings
- latex
- certain medications.

Anaphylaxis is potentially life threatening and always requires an emergency response.

It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Symptoms and signs of anaphylaxis

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Emergency treatment procedures – Immediate Reaction Required

For students WITH an Action Plan for Anaphylaxis

- Follow emergency response plan as outlined in a student's Action Plan for Anaphylaxis
- If Action Plan indicates the use of an adrenaline auto injector (EpiPen), trained staff if possible should administer the EpiPen
- Seek urgent medical assistance – call an ambulance (tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until ambulance arrives
- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

For students WITHOUT an Action Plan for Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan.

Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

- Seek urgent medical assistance – call an ambulance (if suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
- Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.

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Severe Allergy Medical Management Plan

Steps in the Emergency Use of an Epinephrine Auto-Injector (EpiPen):

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.

2. **If anaphylaxis symptoms occur, call 911 or activate the emergency medical system (EMS). Stay with the victim.** Have others notify the paramedics, school nurse, parents and Principal/designee immediately.

3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.

4. **Prepare to administer EpiPen.**

   a. For students in second grade or below, or if less than 66 lbs, use **White label** EpiPen Jr (0.15 mg)

   b. For adults and students in third grade or above, or if more than 66 lbs, use **Yellow label** EpiPen (0.3 mg)

   The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called **911**.*

5. EpiPen Administration Procedure:

. **Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.**

   a. **Hold the black tip near the outer thigh. Never put thumb, fingers, or hand over the black tip.** (If an accidental injection occurs, go immediately to the nearest hospital emergency room.) b. **Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click.** (The EpiPen can be injected through the victim's clothing, if necessary.)

   c. **Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh.** (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)

   d. **Remove the EpiPen and massage the injection area for several seconds.** e.

   Check the black tip:

- If the needle is exposed, the dose has been delivered

- If the needle is not exposed, repeat steps b through e

f. **Dispose of the EpiPen in a "sharps" container or give the expended EpiPen to the paramedics.** g. **Call 911, if not previously called.**

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.

7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.

8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.

9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharp's container, give the expended EpiPen to the paramedics.

10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.

11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.

12. Document the incident and complete the accident/incident report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information. Send a copy of the report to the school nurse.

- DO NOT HESITATE to administer Epipen and to call 911 even if the parents cannot be reached.
- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Student should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.
- Call the CDE's School Health Connections Office at 916-319-0914.

I, the undersigned, recommend the Severe Allergy Medical Management Plan as indicated.

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_____ _____

Physician Signature Print Physician Name

_____ _____ _____

Address Phone Date

Received and acknowledged:

_____ _____

Parent Signature Date

_____ _____

School Nurse Signature Date

Armed Assault on Campus

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the Principal/designee.

2. The Principal/designee will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

3. The Principal/designee will call “911” and provide the exact location and nature of the incident. The Principal/designee should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.

4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.

5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.

6. After the perpetrator(s) has been neutralized, the Principal/designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.

7. The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.

8. The Security/Utilities Team will control all points of entry to the school.

9. The Principal/designee will prepare a verified list of casualties, and the locations to which they were transported. The Principal/designee will ensure the notification of parents and family members.

10. All media inquiries will be referred to the designated Public Information Officer.

11. The Principal/designee will debrief staff and school police officers.

Drive-by Shooting

With the availability of weapons and the increase in gang activity, it is possible that a drive-by shooting could occur at or near a school site. The immediate concern is the safety of students and staff.

If you suspect that shots may be fired from a passing vehicle:

1. Have staff and students lie flat on the ground and keep as low as possible.
2. If safe, look at the vehicle, try to identify:
   a. License plate number
   b. Type of vehicle
   c. Occupants
   d. Weapons

Immediately after the vehicle is gone:

1. Contact School Office
2. Office Staff will call 911
3. Principal/Designee will order Secure Building
4. Assess injuries, if any.
5. Have students move safely and quickly to their classrooms.
6. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
7. Immediately notify the office of the situation and report the extent of any injuries.

8. Stay with the injured until emergency services arrive.
9. Assist the authorities with as much detail as possible.
10. Alert District Office of the incident.
11. If the media arrives, they should be directed to the Principal/Designee at the District Office.

REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.

First Aid, CPR and Health Screening

ACE Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, ACE works with parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

Specific staff members are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all teachers and support staff.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found,

the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students.

If there are two or more students affected in any class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Emergency Drills

Earthquake Drill Procedure

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions, and shelves. In the case of an earthquake, the following procedures should be followed:

Drop procedure – As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

1) In the event of an earthquake alarm, if you are NOT told to Evacuate, each student, teacher and other employee needs to begin the Drop Procedure of DUCK, COVER and HOLD.

1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

2. After shaking stops, check for injuries, and render first aid.

2) Evacuation

An Evacuation should NEVER be automatic. Evacuations shall occur when directed over the walkietalkies by the Principal/designee.

If you are instructed TO evacuate, each teacher needs to:

1. Get your class roster (clipboard).
2. Get the evacuation map (clipboard).
3. Count your students before you leave the room.
4. Ensure that your door is open upon exiting the room.
5. Bring your emergency backpack to the outdoor Assembly Area.
6. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.
7. Take roll at the Assembly Area.
8. Listen for direction from the Incident Commander (Principal).

When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

- Teachers take roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

3) All Clear:

- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more.
- Missing students are reported to the attendance office.

There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non hazardous alternate routes may be needed.

Fire Drill Procedure

Principals shall hold fire drills at least once a month in all elementary schools. The Principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form.

1) Evacuation:

- Whenever the alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Shelter-in-Place

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

Signal: The signal for the "Shelter-In-Place" drill is the following PA announcement.

"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a "**Duck and Cover**" position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

Lockdown

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

   "YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).

4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Staff Responsibilities during a Lockdown

- **Principal** Announces Lockdown procedure on the PA system. Ensures doors are locked in all buildings.

- **Secretary** Calls 911. Locks office door. Keeps phone lines open.

- **Custodian** Locks all gates to campus.

- **Teachers** Lock classroom door and remain with students. Take roll, list all students missing from class and identify their locations (RSP, Speech, absent, etc.). Notify office, by phone **ONLY** if they have "loose" children on campus i.e. went to bathroom, were en-route to the office **OR** if they have a "loose" child from another class.

- **Students** Respond to campus security drill in a quick and orderly manner. Listen and respond quickly to all instructions from staff. Students at recess, report to cafeteria. Stay in seats and remain quiet. Stay away from windows. If in the hallway/bathroom, go to the **servery.**

No one leaves the classroom!

The end of the Lockdown will be announced over the PA system.

DO NOT use cell phones to contact office or outside community

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ACE Disaster Policy

In order to ensure the safety of all staff, students and parents at ACE, this Disaster Plan contains instructions and procedures for dealing with various emergencies.

Disaster Plan tests will be recorded and kept in a file by the Superintendent. The frequency of test drills will be in compliance with District policy. These will include:

1. Direct evacuation of buildings to an assembly area, as required for fire, bomb threat, or earthquake.

   Action Command: EVACUATE THE BUILDING Signal: FIRE ALARM

2. Direct students and teachers inside classrooms to drop to the floor, and immediately take protective position under desks or table with backs to any windows. Everyone should drop to his/her knees, clasp both hands behind neck, close eyes, cover ears with forearms, protect face with arms, and thus make his/her body as small an object as possible.

   Action Command: DUCK, COVER AND HOLD Signal: DUCK, COVER AND HOLD

3. Direct teachers to hold students in classrooms. Students and teachers that are outside, report promptly to their classrooms. This will be appropriate for disasters on the playground, such as fallen aircraft or any emergency measure requiring assembling of students.

   Action Command: "SECURE BUILDING" Signal: ANNOUNCEMENT/CELL PHONE CALLS

4. Direct evacuation of students and staff away from school plant to another area, as required for a chemical disaster or serious fire. Teachers will follow instructions for evacuation of school site.

   Action Command: DIRECTED TRANSPORTATION, EVACUATE BUILDING Signal: ANNOUNCEMENT/CELL PHONE CALLS

Safety Drill Schedule

In the beginning of the school year, the staff is introduced to the rules and regulations that have been established as board policy and regulations within ACE Education. These rules and regulations include safety, sexual harassment, expulsions, suspensions, evacuations, code reds, and various other safety protocols and expectations for ACE. We will spend time during the in-service reviewing the safety expectations, regulations, and their rights as teachers and staff members. In addition, this information is provided to the staff in a memo.

September Date: Time: Completed: YES NO

October	Date:	Time:	Completed:	YES	NO
November	Date:	Time:	Completed:	YES	NO
December	Date:	Time:	Completed:	YES	NO
January	Date:	Time:	Completed:	YES	NO
February	Date:	Time:	Completed:	YES	NO
March	Date:	Time:	Completed:	YES	NO
April	Date:	Time:	Completed:	YES	NO
May	Date:	Time:	Completed:	YES	NO
June	Date:	Time:	Completed:	YES	NO

Earthquake Drills:

Fire Drill

September	Date:	Time:	Completed:	YES	NO
November	Date:	Time:	Completed:	YES	NO
February	Date:	Time:	Completed:	YES	NO
May	Date:	Time:	Completed:	YES	NO

Lockdown Drill

October	Date:	Time:	Completed:	YES	NO
March	Date:	Time:	Completed:	YES	NO

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ACE School Forms

Parent, Student or Community School Complaint Procedure

Complaint Filing Procedure

Informal Resolution - The Board encourages communication among its employees, students, and families. If you feel that you are being harassed by another student or family, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, follow the complaint filing procedure.

Written Complaint – Complaints should be submitted within one (1) year of the alleged incident to ensure a prompt, thorough investigation.

- Any student or family member who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer, or agent of the school should promptly report in writing, using the attached form, incident(s) to the his or her supervisor and / or the Principal.

- A complaint form is attached to this Policy. It is important to fill in as much information as accurately as possible. A copy of this form can be obtained from the Principal.

- The Principal, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Principal, or designee, is the subject of the investigation, in which case the Governing Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the "Investigator." If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation. Investigation

Investigation Policies

- Complaints will be treated seriously and investigated immediately.
- Complaints will be handled confidentially.
- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy.
- All interviews of the accused, witnesses and the complainant shall be conducted in a private area.
- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused. No complainant, witness, or party who assists in the investigation will be retaliated against.

- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

Investigation Procedure

The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The accused shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.

The Investigator shall fully and effectively conduct an investigation that includes interviewing:

a. The complainant;
b. The accused;
c. Any witnesses to the conduct; and
d. Any other person who may be mentioned during the course of the investigation as possibly having relevant information.

- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board's policy and regulation and applicable law.
- The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.
- The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:

- a statement of the allegations and issues;
- the positions of the parties;
- a summary of the evidence received from the parties and the witnesses;
- any response the accused wishes to add to the report; and
- all findings of fact.

a. The final determination report shall state a conclusion that the Investigation Team:

a. Found reasonable cause that the accused violated the sexual harassment policy; or

b. Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.

- The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.

- Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:

    - individual remedies available to the complainant; and
    - all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective
    - Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating
    - the results of any disciplinary actions and the initiation of any appeals; and ○ all further individual remedies available to the complainant.

- If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause - There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/regulations applying to the disclosure of information from School records.

Written Appeal

A written appeal must be directed to the appropriate administrator, as designated by the Principal, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal - The appeal may be based only on one of the following grounds:

1) There is newly discovered important evidence not known at the time of the report;
2) Bias on the part of an Investigator member; or
3) The Investigator failed to follow appropriate procedures.

Decision

The Principal or his or her designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Principal shall be consulted before a decision is made on requests for extensions involving faculty and staff.

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

ACE Community Complaint Form

Name_____
Complainant

Date of Incident_____

Location of Incident _____

_____ Staff _____ Teacher _____ Student ____ Other

Address & Contact
Information_____

Phone_____ Fax_____ E-Mail_____

Description of Complaint (Add additional pages if needed)

_____

_____

_____

_____

Persons involved (including persons responsible) and witnesses

_____

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

_____

_____

_____

Desired Action For Resolution.

_____

_____

_____

_____

_____

Complainant's Signature: _____ Date: _____

Date Complaint Form received by Immediate Supervisor or Other:

Supervisor/Other Signature: _____ Date: _____

Return to School Administrator

Complaints may also be filed with the Equal Opportunity Commission, Department of Fair Employment and Housing, United States Office of Civil Rights and/or the California Superintendent of Public Instruction. More information can be obtained from Cathy Giammona, Human Resources (408) 347-5210.

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

ACE Medication Doctor/Parent Authorization

(Form SB 28)

Student Name: _____ Grade: _____

_____

Height:_____ Weight: Age:_____

Teacher:

List any known drug allergies/reactions:_ _ _ _ _ _ _ _____

DOCTOR AUTHORIZATION

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

_____ Name of Medication:

Reason for Taking:

_____ Route:_____ _____

Begin Medication:_____ Dosage: Frequency/Time(s) to be given:

Stop Medication: _____

Date Date

Special Instructions:

Does medication require refrigeration? Yes No

Is the medication a controlled substance? Yes No

If asthma inhaler or emergency medication, do you recommend this medication be kept "on person" by the student? Yes No

Potential Side Effects / Adverse Reactions: _____

Treatment Order in the event of an adverse reaction: (Attach additional sheet if necessary)

_____

_____

_____

_____ _____ _____

Signature of Doctor ***Date*** ***Phone & Fax***

PARENT / GUARDIAN AUTHORIZATION

I authorize ACE Charter School personnel the task of assisting my child in taking the above medication. I understand that additional parent/doctor statements will be necessary if the dosage of medication is changed. I also authorize ACE Charter School personnel to talk with the Doctor or pharmacist should a question come up about the medication.

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

Medication must be registered with the Principal or his/her designee. It must be in the original container and be properly labeled with the student's name, Doctor's name, date of prescription, name of medication, dosage, strength, time interval, route of administration and the date of the drug's expiration when appropriate.

_____ _ _

_____

Signature of Parent/Guardian ***Date*** ***Phone (cell, home, work)***

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

Employee/Student Minor Incident/Accident Report

Please fill out a minor incident report for any injury to a student or visitor and/or damage to equipment or property. A reportable incident is one which requires the injured to cease activity, to be absent from class for a period of time, and/or to receive either first aid or medical attention. Any injury to the head, neck, or spine must be reported regardless of how slight it appears to be.

Please keep a copy in your file and send the original home with the student to the parent or guardian. A copy should be sent to the Main Office.

1. Name:

_____ 2.

School: _____

3. Grade:

4. Date of Accident: _____

6. Time accident occurred: a.m. p.m.

7. Location of accident: _____

8. Was activity supervised? Yes ☐ No ☐

9. Description of accident: _____

_____

_____

10. Extent of injury: _____

_____

11. Report prepared by: _____

12. Date of report: _____

13. Principal's Signature: _____

Employee/Student Major Incident/Accident Report

EMPLOYEES AND STUDENTS MUST REPORT ANY ACCIDENT OR INCIDENT TO THEIR SUPERVISOR IMMEDIATELY,

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

AND COMPLETE A WRITTEN STATEMENT IN SUPPORT OF THEIR REPORT. PLEASE FILL IN THE FOLLOWING AS COMPLETELY AS POSSIBLE, AND IF NECESSARY YOUR SUPERVISOR WILL ARRANGE FOR MEDICAL ATTENTION ACCORDING TO THE GUIDELINES PROVIDED.
THE HUMAN RESOURCES SERVICES MANAGER AND/OR THE INCIDENT COMMANDER/PRINCIPAL MUST BE CONTACTED PRIOR TO OBTAINING VOLUNTARY OUTSIDE MEDICAL ATTENTION, AS OUTLINED BELOW

Employee/Student Name: _____ Signature: _____

Supervisor's/Teacher's Name: _____ Signature: _____

Employee's Position at RS: _____

Witness(es): _____ (*witnesses must also complete a written statement - attach to this document)

When did the incident happen?

Incident Date: _____ Time: _____ am / pm

Assignment: _____

Where exactly did the incident happen?

_____

_____

What were you doing at the time of the incident?

_____

How did the incident happen? Please specify the injury type and body part, and indicate on the human figure below.
(*continue on back of page or attach additional sheets as needed)

_____

_____

_____

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

Employee/Student Incident/Accident Report
(continued)

When did you report the incident to your supervisor?

IF AN EMERGENCY, or after normal work hours, please seek care at the Emergency Room of either of the following clinics:

Good Samaritan Hospital	2425 Samaritan Dr	(408) 559-2011
O'Connor Hospital	2105 Forest Ave	(408) 947-2500
Regional Medical Center of San Jose	225 N Jackson Ave	(408) 259-5000
Santa Clara Valley Medical Center	751 S Bascom Ave	(408) 885-5000

Reporting Date: _____ Time: _____ am/pm

Monthly School Site Safety Checklist

On a monthly basis, the Principal will complete the following Monthly School Site Safety Checklist, with the assistance of an ACE staff member onsite. **This Checklist is to be completed to ensure that personnel at each school site are complying with the ACE (& State/Federal) School Site Safety policies & procedures.** The Principal, Office Manager and Staff have critical roles to play in ensuring compliance with the ACE School Site Safety procedures and policies. Failure to comply with these procedures may result in audit finings that can cause severe financial hardship for the school.

Complete this Checklist the 1st week of each month (on prior month data)

Safety Committee Meeting Information

☐ Collect prior month's Safety Committee Meeting documentation (Appendix A)

Maintenance and Repair

☐ Collect prior month's Maintenance and Repair Log (Appendix B)
☐ Document if any additional maintenance or repairs have taken place:

Description:

Location:

☐ Previously reported to _____ at ACE on ____/____/_____.

Unsafe or Hazardous Conditions

☐ Collect prior month's Unsafe or Hazardous Conditions Log (Appendix C)
☐ Document any additional unsafe or hazardous conditions:

Description:

Location:

☐ Previously reported to _____ at ACE on ____/____/_____.

Safety Inspection Report

Safety Practices

☐ Employees are using adequate footwear and clothing
☐ Employees are following safety rules and procedures
☐ Food and drink is not present in work areas

Housekeeping

Floors are kept clean
Floors are not slippery
Working tables are neat and clean
Hazardous materials are stored properly and labeled
Equipment and material is kept neat and safely stored
Hazardous waste is labeled and disposed of properly
There are adequate trash cans

Fire Safety

Fire extinguishers are accessible, serviced, and tagged
Fire alarms are accessible and in working order
Exit doors are accessible and properly marked
Flammable materials are properly stored and labeled
Flammable waste and rubbish is disposed of properly
Overhead fans are clean
Electrical wiring, connections, boxes, and controls are in good condition Fire doors are free from obstructions

Machinery & Equipment (Laminator)

Moving parts and points of operation are properly guarded
Laminator is secured and properly stored
Hot surfaces are labeled and shielded from users
Hot surfaces are kept away from flammable materials

Servery

Employees are trained in proper use and operation of food warmers
Food is stored safely and at least 6 inches from the floor
Refrigerators and food warmers are checked regularly to ensure proper temperature
Servery area is kept clean and neat
Employees are following sanitation regulations
Servery is locked each night
MealTime computer is logged off/secured each night

General Conditions

AC units are in good working order
Dumpsters are closed and secured
Walkie-talkies are properly maintained and in good working order
Floors are in good condition
Storage racks are in good condition and earthquake-safe
Employees are aware of safety rules and procedures
A no-smoking policy is being enforced
Bathrooms are clean and in good working order
Required safety signs are properly displayed
First aid equipment is properly stocked
Emergency lighting is available and in good working order
Supervisor has a working flashlight
☐ Aisles are properly marked and free of obstructions

Notes:

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

ACE Safety Committee Meeting Documentation

The Safety Committee Meeting is to be held once per month during staff meeting. Fill out this form and the following **Maintenance & Repair** and **Unsafe or Hazardous Conditions** forms (if necessary).

Date of Meeting: _____ *Time*: _____

Committee Members Present (List):

_____

Committee Members Absent (List):

_____

Visitors (List):

_____

Previous Business

_____

Accidents (Dates, Names, Descriptions):

_____

New Business:

_____

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

Notes:

Maintenance and Repair Log

Document if any maintenance or repairs have taken place this month.

Description

_____

_____

_____

Location

_____

_____

_____

Previously reported to _____ at ACE on ____/____/_____

Cost: _____ Report Filed on: ____/____/_____

For Safety Committee

Action Taken:

ACE Charter School

1665 Santee Drive, San Jose, CA 95122 Tel: (408) 326-2155

Date: ____/____/_____

Unsafe or Hazardous Conditions Log

Document if any unsafe or hazardous conditions have occurred this month.

Description

_____

_____

Location

_____

_____

_____

Previously reported to _____ at ACE on ___/___/____

Cost: _____ Report Filed on: ___/___/_____

For Safety Committee

Action Taken:

Date: ____/____/_____

Appendix 10

Student Recruitment and Enrollment

ACE Recruitment Flyer - English and Spanish

ACE Intent to Enroll Form

ACE Registration From

ACE Notice of Health Coverage Options

Does your child need extra support in school?

- Any ACE student, no matter where they start, can grow to be college-ready.
- Rapid academic growth at our middle schools prepare students for our college-prep high school.
- ACE closely partners with families and the community to ensure student achievement.
- Our smaller schools provide more individual attention to aid in college preparation.
- FREE afterschool programs assist students who need additional support.

Grow. Everyone. Every Day.

ENROLL TODAY! 5TH - 12TH GRADES

MIDDLE SCHOOLS

ACE Empower Academy
625 South Sunset Avenue
San Jose, CA 95116

ACE Franklin-McKinley
1665 Santee Drive
San Jose, CA 95122

ACE Inspire Academy
1155 E. Julian Street
San Jose, CA 95116

HIGH SCHOOL

ACE Charter High
1776 Educational Park Drive
San Jose, CA 95133

TO ENROLL: (408) 658-6305

www.acecharter.org

ace CHARTER SCHOOLS

¿Su hijo/a necesita una escuela que ofrece mas apoyo?

- Cualquier estudiante, no importa dónde empiece, puede capacitarse para ir a la universidad.
- El crecimiento rápido en nuestras secundarias prepara a los estudiantes para nuestra preparatoria de ACE.
- ACE trabaja con las familias y la comunidad para asegurar el logro de nuestros estudiantes.
- Nuestras escuelas pequeñas proporcionan más atención individual para un camino hacia el éxito universitario.
- Programas, GRATIS, después de escuela, dan un apoyo adicional para estudiantes que lo necesitan.

Crecer. Cada Persona. Cada Día.

INSCRÍBASE HOY!
GRADOS
5º - 12º

SECUNDARIAS

ACE Empower Academy
625 South Sunset Avenue
San Jose, CA 95116

ACE Franklin-McKinley
1665 Santee Drive
San Jose, CA 95122

ACE Inspire Academy
1155 E. Julian Street
San Jose, CA 95116

PREPARATORIA

ACE Charter High
1776 Educational Park Drive
San Jose, CA 95133

LLAME AL:
(408) 658-6305

www.acecharter.org

ace CHARTER SCHOOLS

ACE Charter High School
1776 Educational Park Dr. – San Jose, CA 95133
Phone: (408) 251-1362

ENROLLMENT CONFIRMATION

FOR THE 2017-2018 SCHOOL YEAR

(Confirmación de Inscripción)

Para el Año Académico 2017-2018

☐ **YES**, my child will return to ACE for the 2017-2018 academic year
SI, mi hijo/a regresará a ACE para el año escolar 2017-2018

☐ **NO**, my child will not return to ACE for the 2017-2018 academic year
NO, mi hijo/a No regresará a ACE para el año escolar 2017-2018

_____	_____
Name of Student *Nombre del estudiante*	Grade for next year - **2017-2018** *Grado para el **2017-2018** año escolar*
_____	_____
Signature of Parent or Guardian *Firma del Padre o Guardián*	Date *Fecha*

Please return this form by **Friday, January 20th, 2017**
(Por favor regrese este formulario **Viernes, 20 de Enero del 2017**)

****IMPORTANT**: If you have not turned in your form by the deadline, your child's space will not be guaranteed and may be given to another incoming student.

******IMPORTANTE**: Si no regresa esta forma para la fecha indicada el lugar de su hijo/a no será garantizado y se le dará ha otro aplicante.*

_____	_____
Address/*Domicilio*	Phone/*Teléfono*

Intent to Enroll
2017-2018

*** Please number your Middle School preference from 1-3**

☐ **Empower Academy** ☐ **Franklin McKinley** ☐ **Inspire Academy**

☐ **ACE Charter High School**

STUDENT INFORMATION:

Grade applying for: □ 5 □ 6 □ 7 □ 8 □ 9 □ 10 □ 11 □ 12

Last Name: _____ First: _____ Middle: _____

Street Address: _____ Apt. #: _____

City: _____ State: _____ Zip: _____

Current Age: _____ Date of Birth: _____/_____/_____ Gender: □ Female □ Male

Do you have siblings at ACE / applying together? □ Yes □ No Who? _____ Grade: _____

School last attended: _____

How did you hear about our school? _____

PARENT/LEGAL GUARDIAN:

Last: _____ First: _____ Relationship to student: _____

Cell Phone: _____ Email address: _____

Last: _____ First: _____ Relationship to student: _____

Cell Phone: _____ Email address: _____

Preferred Language: □ English □ Spanish □ Other _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in ACE Charter Schools for the 2017-2018 school year. I understand that signing this form **does not guarantee enrollment** in the ACE Charter Schools. I further understand that this information will be disclosed to my District of Residence, and the District may contact me directly to verify my response.

_____ _____

Signature of Parent/Legal Guardian Date

1100 Shasta Ave. San Jose, CA 95126 Number: 408-639-2062 Fax: 408-295-3584 www.acecharter.org

GRADE for 17/18 AY

ACE CHARTER SCHOOLS STUDENT REGISTRATION FORM

▶ **What school district is your student coming from?**

PLEASE PRINT – STUDENT'S LEGAL NAME as it appears on the birth certificate

Students Legal First Name	Legal Middle Name	Legal Last Name	Other Legal Name (if applicable)

❑ **Male** ❑**Female** | **Birth date:** | Month | Day | Year |

Parent/Guardian First Name	Last Name	Home Phone ( )	Work Phone ( )
Parent/Guardian First Name	Last Name	Home Phone ( )	Work Phone ( )

Mailing Address	Apt#	City	State	Zip
Residence Address (house # & street name) (IF DIFFERENT)	Apt #	City	State	Zip

WHAT IS YOUR CHILD'S ETHNICITY? (Please check one):
❑ Hispanic or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)
❑ Not Hispanic or Latino

WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories)

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

❑ American Indian or Alaskan Native(100) (Persons having origins in any of the original people of North, Central or South America)
❑ Chinese (201)
❑ Japanese (202)
❑ Korean (203)
❑ Vietnamese (204)
❑ Asian Indian (205)
❑ Laotian (206)
❑ Cambodian (207)
❑ Hmong (208)
❑ Other Asian (299)
❑ Hawaiian (301)
❑ Guamanian (302)
❑ Samoan (303)
❑ Tahitian (304
❑ Other Pacific Islander (399)
❑ Filipino/Filipino American (400)
❑ African American or Black (600)
❑ White (700) (Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)

PARENT EDUCATION – Check the response that describes the education level of the **most educated parent**.

❑ Graduate Degree or Higher (10)
❑ College Graduate (11)
❑ Some College or Associate's Degree (12)
❑ High School Graduate (13)
❑ Not a High School Graduate (14)

Date student first attended school in the U.S.

Month	Day	Year

Date student first attended school in California

Month	Day	Year

STUDENT'S BIRTHPLACE
CITY: _____
STATE: _____
COUNTRY: _____

MILITARY FAMILIES
☐ Check here if the above named student has at least one parent/legal guardian who is currently serving in the United States Armed Forces. (Navy, Marines, Army, Air Force, or Coast Guard)

PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM (REV 10/4/16)

HOME LANGUAGE SURVEY: Indicate only one language (most frequently used) per line:

1. What language/dialect does your son/daughter most frequently use at home? _____
2. Which language/dialect did your son/daughter learn when he/she first began to talk? _____
3. What language/dialect do you most frequently speak to your child? _____
4. Has your child ever been given the CELDT Test (Calif English Language Development Test)? ❑ **Yes** ❑ **No** ❑ **I don't know**

In which language do you wish to receive written communications from the school? ❑ English ❑ Spanish

Residence – where is your child/family currently living? (federally mandated by NCLB) **– Please check appropriate box:**

❑ In a single family permanent residence (house, apartment, condo, mobile home)
❑ Doubled-up (sharing housing with other families/individuals due to economic hardship or loss) (11)
❑ In a shelter or transitional housing program (10)
❑ In a motel/hotel (09)
❑ Unsheltered (car/campsite) (12)
❑ Other (15) (please specify) _____
_____

Parent/Guardianship Information (with whom the student lives) – check all that apply

❑ Father ❑ Mother ❑ Both ❑ Step-Father ❑ Step-Mother ❑ Guardian ❑ Foster/Group Home ❑ Other _____
Is the above (checked) person (s) the student's LEGAL guardian? ❑ Yes ❑ No If No, please complete a "Caregiver Affidavit"
If there is a legal custody agreement regarding this student, please check one: ❑ Joint Custody ❑ Sole Custody ❑ Guardian

PLEASE COMPLETE INFORMATION BELOW FOR PARENT(S)/GUARDIAN WITH WHOM THE STUDENT LIVES:

1. ❑ Father ❑ Step Father/Guardian (check one) **Full Name:** _____

Employer: _____ **City:** _____ **Daytime Phone #** (____) _____

2. ❑ Mother ❑ Step Mother/Guardian (check one) **Full Name:**_____

Employer: _____ **City:** _____ **Daytime Phone #** (____) _____

DUPLICATE MAILING – If divorced/separated & joint custody allows duplicate mailing/information to be given to other parent, Please include their name, address, and phone number:

Full Name: _____ **Phone #: (** **)**_____

Mailing Address: _____**City:** _____ **State:** _____ **Zip code:**_____

MOST RECENT SCHOOL ATTENDED:

School	Address/City/State/Zip	Grade(s)	Date(s)

PLEASE ANSWER ALL QUESTIONS TO THE BEST OF YOUR KNOWLEDGE (ALL questions must be answered)

Are there psychological or confidential reports available from your child's former school? ❑ Yes ❑ No
Has your child been suspended? ❑ Yes ❑ No Has your child ever been expelled? ❑ Yes ❑ No
What special services has your child received? (**please check all boxes that apply**)
Special Education: ❑ Resource (RSP) ❑ Special Day Class (SDC) ❑ Speech/Language ❑ 504

Parent/Guardian Signature: _____ **Date:** _____

PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM **(REV 10/4/16)**

Type content for your school or local enrollment assistance

Enroll. Get Care. Renew.
Health Coverage All Year Long

Health Coverage Options

Medi-Cal:

- Children—regardless of immigration status—foster youth, pregnant women, and legally present individuals—including those with DACA status—may be eligible for no- or low-cost Medi-Cal.
- Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost.
- Medi-Cal enrollment is available year-round.

Covered California:

- Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them.
- Based on income and family size, many Californians may qualify for financial assistance.
- Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have 60 days from the event to complete enrollment.

Undocumented Families visit: **www.allinforhealth.org/resources#Undocumented**
Immigration status information is kept private, protected, and secure. It will not be used by any immigration agency to enforce immigration laws, but only to determine eligibility for health programs.

You and your family may qualify for financial help:

Household Size	If 2016 household income is less than…		If 2016 household income is between…
1	$16,394	$31,600	$16,395 – $47,080
2	$22,107	$42,613	$22,108 – $63,720
3	$27,820	$53,625	$27,821 – $80,360
4	$33,534	$64,638	$33,535 – $97,000
5	$39,247	$75,650	$39,248 – $113,640
6	$44,960	$86,662	$44,961 – $130,280
▶	Adults may be eligible for **Medi-Cal**	Children may be eligible for **Medi-Cal**	May be eligible for financial help to purchase insurance through **Covered California**

Enroll.

Three ways to enroll in Medi-Cal and Covered California:

www.coveredca.com

1(800) 300-1506

Find in-person help:
www.coveredca.com /get-help/local/

Get Care.

- Find a primary care doctor in your network.
- Schedule an annual checkup for you and your family.
- Make sure to take your child to the dentist.
- Pay your monthly premium if your plan requires it.

Renew.

- Medi-Cal must be renewed every year. Medi-Cal will mail renewal packet. Complete and return. For help, contact your local Medi-Cal office or call 211.
- Health plans through Covered California must be renewed every year. Renewal information will be mailed at the end of the year, or contact Covered California at 1 (800) 300-1506.

For more information go to:
www.allinforhealth.org

April 2016

all in HEALTH CARE FOR ALL FAMILIES
A PROJECT OF THE CHILDREN'S PARTNERSHIP

The Children's Partnership | csba | California School-Based Health Alliance – Putting Health Care Where Kids Are | CCHI California Coverage & Health Initiatives | Proud Partner get covered

Incluya aquí la información sobre su escuela o lugar para asistencia de inscripción local

Inscríbase. Cuide Su Salud. Renueve Su Cobertura.
Cobertura de salud durante todo el año

Sus Opciones de Cobertura de Salud

Medi-Cal:

- Los niños—sin importar su estatus migratorio—niños de crianza, mujeres embarazadas y personas que estén legalmente en el país—incluyendo aquellos que tengan DACA—pueden ser elegibles para Medi-Cal
- Medi-Cal proporciona vacunas, visitas al doctor de prevención, especialista, oculista y servicios dentales para niños y jóvenes gratis o a bajo costo.
- Inscripción al programa de Medi-Cal está disponible todo el año.

Covered California:

- Covered California es donde los residentes legales de California pueden comparar planes de salud de alta calidad y elegir el que les conviene.
- Dependiendo de los ingresos y el tamaño de la familia, muchos Californianos también podrían calificarán para obtener ayuda financiera.
- Inscríbase durante la Inscripción Abierta o en cualquier momento durante el año que a tenido un evento calificado de vida, como si perdió su trabajo o tuvo un bebé. Tienen 60 días del evento para inscribirse.

Para familias indocumentadas visten: **www.allinforhealth.org/resources#Undocumented**
Su información de inmigración es confidencial, protegida, y segura. Su información no se usará para fines de control de inmigración. Solo se usará para determinar la elegibilidad para cobertura médica.

Usted y su familia podrían calificar para asistencia financiera:

Tamaño de la familia	Si el ingreso familiar en 2016 es menos de…		Si el ingreso familiar en 2016 es entre…
1	$16,394	$31,600	$16,395 – $47,080
2	$22,107	$42,613	$22,108 – $63,720
3	$27,820	$53,625	$27,821 – $80,360
4	$33,534	$64,638	$33,535 – $97,000
5	$39,247	$75,650	$39,248 – $113,640
6	$44,960	$86,662	$44,961 – $130,280
▶	Adultos podrían calificar para **Medi-Cal**	Niños podrían calificar para **Medi-Cal**	Podrías calificar para asistencia financiera en la compra de un seguro a través de **Covered California**

Inscríbase.

Tres formas para inscribirse con Medi-Cal y Covered California:

www.coveredca.com/espanol/

1(800) 300-0213

Ayuda en persona: ***www.coveredca.com/espanol/get-help/local/***

Cuide Su Salud.

- Elija su doctor de su red medica.
- Haga sus citas anuales con su doctor para usted y su familia.
- Asegúrese de llevar a su hijo(s) al dentista.
- Si su plan lo requiere, haga su pago mensual.

Renueve Su Cobertura.

- El seguro de Medi-Cal debe ser renovado cada año. Medi-Cal le enviará por correo su paquete de renovación. Complete y regrese el paquete. Para ayuda, contacte su oficina de Medi-Cal o marque 211.
- Los planes de salud a través de Covered California se deben renovar cada año. La información para renovar se le enviara a finales de año o contacte a Covered California

Para más información visite:
www.allinforhealth.org
www.asegurate.com
Abril 2016

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UN PROYECTO DE "THE CHILDREN'S PARTNERSHIP"

The Children's Partnership · csba · California School-Based Health Alliance — Putting Health Care Where Kids Are · CCHI California Coverage & Health Initiatives · Proud Partner get covered

Appendix 11

Handbooks

ACE Student and Family Handbook
ACE Family Handbook

ACE Charter Schools Student and Family Handbook

2016-2017

ACE Empower Academy
625 S. Sunset Ave, San Jose, CA 95116
Tel: (408) 729-3920 Fax: (408) 729-3952

ACE Inspire Academy
1155 Julian Ave, San Jose CA 95116
Tel: (408) 498-7665 Fax: (408) 498-7666

ACE Middle School Franklin-McKinley
1665 Santee Drive, San Jose CA 95122
Tel: (408) 426-6361 Fax: (408) 729-3952

ACE Charter High School
1776 Educational Park Drive, San Jose CA 95133
Tel: (408) 251-1362 Fax: (408) 251-1366

www.acecharter.org

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ACE CHARTER SCHOOLS MISSION AND GUIDING PRINCIPLES

ACE Mission

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.

Educational Philosophy

The educational philosophy of ACE Charter Schools is that the achievement gap of "at-risk" students – mostly low-income children of color – can be bridged if schools and communities focus their attention on these four pillars:

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 state standards; and
4. Using purposeful professional development to improve teachers' skills.

In addition to these four pillars, ACE Charter Schools also value:

- Creating a school culture that honors effort and resilience and consistently focuses on college success as a goal for all students; and
- Bridging the gap between school and parents by working closely with families to support student learning.

High Expectations

At ACE Charter Schools, we expect students to exit our learning community prepared to succeed in a rigorous, college-preparatory curriculum in grades 5th - 12th with the ultimate goal of success in any post-secondary education. As such, we expect that all students will work hard, put forth their best effort, and show ganas in every aspect of their life inside and outside of school. To guide students as they move through ACE Charter Schools, the following core principles will be in place. All students, staff, and school community members will be expected to abide by the following core values:

ACE Core Values

1. **Show Respect**– Respectfulness is not only valued, but it is a clear expectation at ACE Charter Schools. The students at ACE Charter Schools are expected to respect each other, the teachers, their learning, the school, their parents, and the entire community surrounding ACE Charter Schools. We expect the students to participate in a respectful manner, which will ensure better learning opportunities for all students. In addition, the teachers of ACE Charter Schools will teach the core value of respect to the students in order to ensure their continued respect for their families and surrounding community.
2. **Show Pride** – Students are expected to carry themselves with pride and to show pride in everything that pertains to them. This relates to their work in class and outside of class, their appearance, and their care for their surroundings.

3. **Show Ganas** – Academic success for all is dependent on hard work and relentlessness. ACE students are expected to put forth 100% effort at all times, including but not limited to the classroom, the lunch area, before and after school, and when doing homework. By showing ganas, students will be able to surmount obstacles not only in school but also in life.

ACE Vision

ACE and the families it serves work together to transform communities by creating and sustaining excellent schools where struggling students learn to thrive academically and personally. Our vision and mission are our guiding principles lead us to what we do in and out of the classroom.

Grow · Everyone · Every Day

At ACE Charter Schools we measure our students' success in growth. Our curriculum and culture support the vision of Grow · Everyone · Every Day. 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 1.5 years of growth in every subject. Students are taught and modeled at the beginning of the school year our school values and norms that lead them to meet our high expectations.

ACE's Personalized Learning Plans (PLPs)

PLPs are Personalized Learning Plans. These are plans that allow students to set goals and track their progress throughout the year. These goals include 1.5 years of growth in English Language Arts, Math, and Science levels and core values that have been developed and created by staff to capture and provide real life experiences that are intimately connected to the mission, beliefs and values of ACE. Each student will receive a PLP at the beginning of the school year. Homeroom/Advisory will facilitate the development and deepening of the PLPs for each student.

What are PLPs?

A PLP is an online tool that provides visual representation of a student's academic and personal growth over time. It will include assessment data, personal reflections and track habits that develop over time with consistent support, guidance, reflection and feedback. PLPs are used to celebrate and affirm students' effort and accomplishments. They are critical to transformation and change, while the community has an opportunity to witness a students' growth. The habits we hope to measure look like these listed below:

- RESPECT: I am respectful in my behavior in all public spaces and demonstrate an understanding of how to interact in group settings and being polite and aware of others when taking part in large group activities. I use appropriate, respectful language and treat the campus with care.
- RESPECT: I will commit to the school value of respect, by respecting peers and all adults on campus.

- PRIDE: I will welcome all members of the community using the greeter protocol.
- PRIDE: I will actively keep our campus clean by picking up trash, keeping rooms tidy and ensuring common areas are free of vandalism.
- GANAS: I will contribute to creating a powerful and engaging learning environment by actively participating and efficiently following classroom procedures. I will also get to class on time, be prepared for work and transition purposefully.

Why do we use PLPs?

- Accountability structure for students;
- Objective accountability for staff in assessing student growth and issues regarding habits of work and learning;
- They communicate to students that positive values are critical to leading productive lives;
- Clear and consistent expectations for the values students will need to be successful;
- To deepen the ACE culture around rigor and high expectations;
- To grow and nurture a common understanding and language around what we want students to know and be able to do.

How & When do we use PLPs

- Each homeroom/advisory teacher will develop PLP goals aligned to academic achievement goals and school values at the beginning of the year with each student. Students, parents, teachers, and administrators will be able to access these goals at any given time throughout the year.
- Each homeroom/advisory teacher will have students assess where they are on the PLP rubric once a week. Students are expected to reflect, think about and assess the values as they relate to ALL their classes.
- Students will enter and track their reading and math PLP goals two to five times a week.
- Teachers will meet with each student at least two (2) times before the end of the semester/course to discuss their progress around the goals set in homeroom/advisory, affirm growth, and discuss issues and challenges and plans to address them.
- Teachers, students and administration will communicate to parents about student progress using the PLPs on a weekly basis and during Student Lead Conference.

THE COMMITMENTS OF ACE CHARTER SCHOOLS

ACE offers several unique programs, courses and learning experiences that support the development of confident, self-directed young adults.

What Makes ACE Unique?

Community Meetings: We meet as a school community every month to share and showcase our learning and to strengthen our community. We believe parents are a crucial part of transforming the lives of our students and community. The monthly meetings provide an opportunity for families and schools to collaborate together to reach our ambitious goals and transform the community.

Homeroom: Every student is a member of a homeroom, which is facilitated by a teacher. Homerooms allow for a time and space, aside from regular classes to facilitate strong relationships, make public acknowledgments, apologies, and announcements. The relationships built during homeroom create a sense of belonging, teach students to value differences, and support the group in working together creatively on issues, concerns and challenges. It is designed to provide students with a daily opportunity to interact with grade-level peers, a homeroom teacher who provides academic counseling and coaching, and an opportunity for each student to be known very well by at least one adult at ACE. Communication around academic and discipline concerns are filtered through the student's homeroom teacher. Therefore, the homeroom teacher is the primary contact for parents/guardians regarding their child's progress at ACE. All students are assigned to a homeroom and are expected to attend every day.

Growth and Proficiency-based grading: ACE uses a proficiency-based curriculum and assessment model driven by college-readiness, content, and the mission. Students are constantly pursuing mastery of long-term learning targets outlined at the beginning of each course. Students are given continuous feedback from their teachers necessary to meet or exceed learning targets. Please see the Grading and Reporting section for more details.

Mission-Driven Curriculum: We assess and design our curriculum using the state Common Core State Standards. Teachers scaffold rigorous content to ensure curriculum is accessible to all students' academic levels. In addition, online programs will be offered to differentiate for individual students' needs.

Character Development: We believe that young people face difficult choices every day and must learn how to change negative behavior to promote learning, leadership, and service within ourselves and our communities. We will attempt to support our students to make positive and productive decisions each and every day while encouraging them to restore themselves to the community after they have served an appropriate consequence. In addition, we will engage students and adults to attempt to resolve issues using alternative approaches such as peer mediation, community conferencing, or circle talks.

THE COMMITMENTS WE ASK OF YOU

In order for students to be successful in school, we must each do our part to hold up the high standards and expectations of the ACE Charter Schools community. We know that students and families want and deserve a high quality educational experience at ACE. Please read carefully the commitments that we ask students and families to make as we build and sustain a culture of excellence, equity and achievement.

What commitments are ACE students asked to make?

In order for the students and ACE schools to be successful we ask students and parents to commit to the Core Values and agree to follow the ACE Vision of Grow · Everyone · Every Day by doing the following:

- Approach opportunities to serve and lead with enthusiasm
- Maintain a 96% or above attendance rate, no more than 6 excused absences in a school year
- Arrive at school and all classes each day on time
- Wear the uniform in a professional manner
- Be prepared to learn, including bringing required materials
- Complete all class work, homework, and projects with a high level of effort
- Meet school community expectations, upholding responsibilities as a positive contributor to the community
- Serve detentions when issued, reflect on choices, and do what is necessary to restore the community and relationships
- Show ganas every day
- Seek opportunities to lead and productively advocate for self and others
- Participate actively in all school-wide and grade level activities
- Participate actively in Homeroom each day
- Prepare for and complete Student-led Conferences, Portfolios, and Exhibitions of Learning with excellence
- Use appropriate opportunities to express concerns and questions
- Participate consistently in at least one extracurricular activity

What commitments are ACE families asked to make?

As teachers and caregivers, we all want your child to build strong and enduring habits of work and a genuine enjoyment of learning. At ACE, we believe that family participation in their child's education is vital, and we encourage all of our families to participate at school by providing a wide variety of opportunities to volunteer along with various school events they can attend.

As applicable, volunteers shall be fingerprinted and have clearance from the California Department of Justice and Federal Bureau of Investigation through a criminal history background check before volunteering.

Stay involved in your child's school life:

- Attend the following major family events with your child:
    - Student-Led Conferences in October/November
    - Student-Led Conferences in February/March
    - Exhibition Nights/Open House/Back to School Fall and Spring
- Attend Community meetings each month
- Attend Athletic events throughout the school year
- Communicate any changes in family information, concerns about students' progress, questions or feedback for the school
- Communicate with administration if you are having difficulties in contacting teachers
- Fully support all ACE policies and procedures, including the discipline, program and uniform expectations
- Communicate regularly via email, conference or telephone with teachers
- Ask students about his/her nightly homework assignments and upcoming projects and assignments
- Make every effort to schedule appointments, court dates, vacations, etc. on days when school is not in session.

However, no student will be denied admission, disenrolled, or receive a reduced grade if parents choose not to volunteer.

FAMILY ENGAGEMENT AT ACE

Family engagement is a cornerstone of the foundation of ACE Charter Schools. Parents and guardians are welcome at the school at all times. We value your presence and your active participation in both social and academic activities. Our staff is committed to providing you and your child with a high quality public education. We know that this occurs when families are actively engaged in their child's educational experiences as partners with the school.

Recognizing that families have busy and varying schedules, our Director of Family and Community Engagement has identified a variety of ways families can participate and stay engaged in their student's education. Opportunities range from calling other families about school events to participating in a lobbying event at the County Office of Education. Based on your availability and interests, our school site personnel will help match you with volunteer opportunities that support the school community.

At ACE, families are included as active participants in school decisions, with parents/guardians serving on the Parent Leadership committee and on the Board of Directors. Please contact our Director of Family and Community Engagement for more information.

Rituals and Traditions

Rituals and traditions are school-wide practices that build a strong school culture and climate. These rituals and traditions are aligned with and consistently focused on our mission of learning, leadership and service. Our ACE traditions are developing as we grow into a 5-12 model.

Currently they include:

Adherence to the ACE Charter Schools Three Core Values

- Show respect
- Show pride
- Show ganas

Greeters: We foster an environment in which students are empowered to actively greet peers, staff and guests. Students are expected to firmly shake hands, make eye contact and welcome guests in and out of the classroom. In addition, when students are in class, greeters are expected to articulate learning objectives and activities of the lesson in their own words. This provides them the opportunity to share and take pride in their growth.

Assemblies: Our weekly whole school meetings, known as Launch or Cypher, are a time to recognize students who have demonstrated excellence in our core values. Commonly student run, this is a time when teachers and students are allowed to recognize student achievement and risk- taking along with a space for school-wide games, exhibitions of talent, songs and other team building activities. Other community members are also invited to lead presentations on issues that impact our community.

ACADEMIC POLICIES

Curriculum Overview

The curriculum is driven by clear performance standards for what students should know and be able to do at each grade level to be successful in top quality high schools and colleges. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards.

We use knowledge about student skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers will give students and parents/guardians progress reports about student performance regularly. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will receive two (2) report cards per year along with progress reports. You should feel free to contact any of your child's teachers regarding his/her progress at any time.

Sex Education

Complying with the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act, schools are required to:

1. Provide students with the knowledge and skills necessary to protect his/her sexual and reproductive health from unintended pregnancies and sexually transmitted diseases.
2. Encourage all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage & family.

Authorized Comprehensive Sexual Health Education:

1. ACE Charter Schools provides comprehensive sexual health education, which means education regarding human development and sexuality, including education on pregnancy, family planning and sexually transmitted diseases.

2. ACE Charter Schools mays use its own Health teachers and also may use trained outside consultants who know the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases to instruct students. The instruction must meet the following requirements:
    - The instruction and the materials used to teach must be suitable for the intellectual, emotional, and behavioral ability of students of the age being taught.
    - All information taught must be medically accurate and objective, meaning it must be verified or supported by research conducted in the scientific method, reviewed by scientific peers, and recognized as accurate and objective by federal

agencies and professional organizations with expert knowledge in health matters.

- Instruction must be available on an equal basis to a student who is an English learner consistent with the existing curriculum and alternative options for an English learner.
- Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, and students with disabilities.
- Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
- Instruction and materials must encourage students to talk with his/her parent/guardian/group home representative about human sexuality.
- Instruction and materials must teach respect for marriage and committed relationships.
- Instruction and materials must teach that not having sexual intercourse is the only certain way to prevent sexually transmitted diseases and that not having sexual intercourse has other personal and social benefits as well. Also, instruction and materials must provide medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
- Instruction and materials must provide information about sexually transmitted diseases, including how they are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA)-approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local sources for resting and medical care for sexually transmitted diseases.
- Instruction and materials must provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including emergency contraception, and other approved means.
- Instruction and materials must provide students with skills for making and carrying out responsible decisions about sexuality.
- Instruction and materials must provide students with information on the fact that a parent/guardian/group home representative or other person who surrenders physical custody of a baby three-days old or younger at a lawfully identified hospital or "safe-surrender site" will not be prosecuted, as detailed in Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
- Instruction and materials must not teach or promote religious doctrine.
- Instruction and materials must not reflect or promote bias against any person on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, ancestry, gender, or sexual orientation (as further listed in Section 422.6 of the Penal Code).

Required HIV/AIDS Prevention Education:

1. HIV/AIDS-prevention education must be provided at least once in high school from instructors trained in teaching the subject. HIV/AIDS-prevention education, whether taught by school personnel or outside consultants, will consist of age appropriate instruction using instructors trained in appropriate courses and must meet the requirements set forth in the previously mentioned Section entitled, "Authorized Comprehensive Sexual Health Education."
2. HIV/AIDS-prevention education must accurately reflect the latest information and recommendations from the United Surgeon General, the federal Center for Disease Control and Prevention, and the National Academy of Sciences and must include the following:
    - Information on the nature of HIV/AIDS and its effect on the human body
    - Information on the manner in which HIV is and is not transmitted and on activities that present the highest risk of HIV infection.
    - Discussion of methods to reduce the risk of HIV infection and instruction that emphasizes that sexual abstinence, monogamy, avoidance of multiple sexual partners, and avoidance of intravenous drug use are the most effective means of HIV/AIDS prevention and that includes statistics on the latest medical information on the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection and on methods that may reduce the risk of HIV transmission from intravenous drug use.
    - Discussion of the public health issues associated with HIV/AIDS.
    - Information on local resources for HIV testing and medical care.
    - Instruction on the development of refusal skills to help students overcome peer pressure and use effective decision-making skills to avoid high-risk activities.
    - Discussion about societal views on HIV/AIDS and instruction that emphasizes understanding of stereotypes, myths about people with HIV/AIDS, and compassion for people living with HIV/AIDS.

Notice and Parental Excuse: An open line of communication between parents/families and their students about human sexuality and HIV/AIDS is encouraged. We are respectful of the rights of parents/families to supervise their children's education on these subjects. Furthermore, parents/families may review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS-prevention education so that they can decide whether to have their child participate in all or part of the instruction or evaluation. Parents/families have the ultimate responsibility for imparting values regarding human sexuality to their children. A parent/family of a student has the right to have the child participate or not participate in all or part of comprehensive sexual health education, HIV/AIDS-prevention education, and assessments related to that education under the following conditions:

1. Each school year ACE Charter Schools will notify parents/families about instruction in sexual health education and HIV/AIDS-prevention education and research on student

health behaviors that will be used prior to the instruction. The notice to parents/families must include all of the following information:

- The written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS-prevention education is available for inspection.
- The parent/family has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.
- The parent/family may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS prevention education.

2. No questionnaire, survey, or examination containing any questions about the student's personal beliefs or practices in sex, family life, morality, and/or religion or any questions about the student's parent's/family's beliefs and practices in sex, family life, morality, and/or religion will be administered unless the parent/family of the student is notified in writing that such test, questionnaire, survey, or examination is to be administered and the parent/family of the student gives written permission for the student to participate in the activity. ACE Charter Schools may administer anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex, if the parent/family is given the opportunity to review the material and to request, in writing, that his/ her child not participate.

A student will not attend any class in comprehensive sexual education of HIV/AIDS prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent/family excusing the student from participation.

A student will not be subject to disciplinary action, academic penalty, or other penalty if the student's parent/family declines to permit the student to receive comprehensive sexual health education or HIV/AIDS-prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV/AIDS-prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity will be made available to any student whose parent/family has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

ACE CHARTER HIGH SCHOOL MATHEMATICS PLACEMENT POLICY

This policy of the ACE Charter School (the "Charter School") Board of Directors ("Board") for ACE Charter High School has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

    a. Eighth grade mathematics classroom assignment;
    b. Final grade in mathematics on the student's official, end of the year 8th grade report card;
    c. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");
    d. Placement tests that are aligned to state-adopted content standards in mathematics;
        i. A remedial test to determine if entering 9th graders require a support class to be taken concurrently with Integrated Math I.
        ii. The Integrated Math I final exam to determine if entering 9th graders are ready for acceleration into Integrated Math II.
    e. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
    f. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
    g. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.

2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

3. The Charter School Principal, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School

shall annually report the aggregate results of this examination to the Charter School Board.

4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

    a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Principal, or his or her designee, that:
        i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
        ii. Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
        iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
        iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.
    b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.
    c. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.

5. The Charter School shall ensure that this mathematics placement policy is posted on its website.
6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

ACE Charter High School Graduation Requirements

The graduation requirements at ACE Charter High School are aligned with the California State University (CSU) a-g eligibility requirements for California Residents.

In order to graduate from ACE Charter High School a student must:

1. Meet the minimum 15 a-g requirements (see below)
2. Meet the eligibility requirements established on the CSU Eligibility Index.

While the a-g requirements indicate a minimal level of coursework, the Eligibility Index provides greater detail on how G.P.A. (grade point average) and either ACT or SAT scores interact to determine whether a student will be eligible for admission to a CSU.

For example, it is not enough for a student to graduate with a "C" in every course—in order to be admitted to a CSU, s/he must also submit his/her ACT Plus Writing or SAT (completed by December of the final year of high school) exam scores. What distinguishes ACE Charter High School is that students are set up to graduate with more than the required courses and with the necessary combination of G.P.A. and test scores to be truly eligible to attend a CSU.

Reasons to Attend College

1. There is a strong link between educational attainment and financial success. Research indicates that over their lifetimes college graduates will typically earn nearly twice as much money as those who do not have college degrees. Additionally, historical unemployment rates have been much lower for those who have attained higher educational levels.

2. To learn how to think critically and analyze information. The development of critical thinking skills and the ability to analyze and reason logically is the number one purpose of education. College fine-tunes these skills.

3. To build a network of references and resources for a future career. Let's face it, just as letters of recommendation from high school teachers, advisors, and administrators can help you get into college, references from college professors can help you get a job or qualify for graduate school. What you do in college is as important as your grades. The contacts and friends you make will be the people who support you when you begin to look for a job.

4. To develop knowledge of and an appreciation for different ideas, philosophies, cultures and people. For those high school students who truly have this as their number one reason for going to college, hats off to you! You are most likely to be the next generation of leaders.

5. To have fun and experience life before settling down into a career. Combined with one or more of the reasons listed above, there is nothing wrong in admitting that enjoying college is something one wants. College should be both enjoyable and educational.

University and College Admissions Requirements

Private Universities and Colleges: Private colleges and universities vary in their entrance requirements. It is important that you check their admissions websites very carefully. Discuss your situation with your counselor. You must determine whether you will meet entrance requirements; it is wise to apply to more than one college since you may not be accepted by your first choice. The counseling office has excellent resources on all independent colleges and universities.

University of California (UC): All UC campuses have the same minimum a-g subject requirements for undergraduate admissions however; some schools and majors within the UC system are more selective than others. In order to be eligible to apply to the UC system, a student needs a minimum 3.0 G.P.A., successful completion of a specific sequence of high school courses, and corresponding SAT or ACT test scores. Please refer to http://www.universityofcalifornia.edu/admissions/ for additional information.

California State University (CSU): California State Universities have the same course requirements as UC schools. All applicants must meet specific standards including completion of minimum a-g requirements and, if s/he has a G.P.A. that is below a 3.0, there must be a corresponding SAT or ACT test score. Please refer to chart listed below.

Community Colleges: Any high school graduate or any adult 18 years of age or over may enroll at a community college. Math and English placement tests must be taken at the college to determine proper placement in these basic subject areas.

HIGH SCHOOL STUDENTS MUST COMPLETE A MINIMUM OF 15 SUBJECT REQUIREMENTS WITH SATISFACTORY GRADES OF "C" OR BETTER!

Examination Requirement: To satisfy this admission requirement, you must also submit results from the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT).

High School
Graduation & College Entrance Requirements

Subject	ACE High School	Cal State Universities	Universities of California
"a" History/Social Science	2 years	2 years including one year of U.S. History OR one semester of U.S. History and one semester of American Government plus an additional year	2 years including one year of U.S. History OR one semester of U.S. History and one semester of American Government plus an additional year
"b" English	4 years	4 years	4 years
"c" Mathematics	3 years (4 years recommended)	3 years - Algebra 1, Geometry, Algebra 2 (4 years recommended)	3 years - Algebra 1, Geometry, Algebra 2 (4 years recommended)
"d" Laboratory Science	2 years	2 years of lab science (at least 1 year of physical science and 1 year of biological science)	2 years of lab science Biology, Chemistry, and Physics (3 years recommended)
"e" Language Other than English	2 years of the same foreign language	2 years (or equivalent to 2nd level course) of the same foreign language	2 years (or equivalent to 2nd level course) of the same foreign language (3 years recommended)
"f" Visual and Performing Arts	1 year	1 yearlong course	1 yearlong course
"g" College Preparatory Elective	1 year	1 year selected from additional a-g approved courses	1 year selected from additional a-g approved courses
Study Skills/College Readiness	1 Semester of College Advisory	None	None
Testing Requirements	CAHSEE (ELA, MATH) Must pass to receive diploma	SAT or ACT	SAT or ACT

Other Academic Standards and Expectations

Homework: Students will receive homework EVERY night for EVERY academic class. Preparation is an important part of our curriculum, and no student is excused from any assignment without the permission of his or her teacher prior to the due date. Students are expected to complete all homework assignments each day.

Section 504: ACE Charter Schools 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 ACE Charter Schools. 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 ACE Charter Schools. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of ACE Charter Schools Section 504 policies and procedures is available upon request.

Student Success Team (SST): Student Success Teams are a formal way to address concerns administrators, teachers or parents have regarding a student. Student Success Teams can address social, academic or behavioral concerns. A Student Success Team consists of the class teacher, parents, administrator and/or other suitable staff members (e.g., teachers or staff with appropriate expertise or special knowledge of the student or situation). Depending on the child's age and the situation, the child may be a member of the Student Success Team. During an SST meeting, participants explore the issue of concern, strategies used previously to address the issue and brainstorm future strategies. SST meetings can result in the creation of either a "Student Behavior Contract" or a "Student Success Plan." Both can include strategies to be implemented by teacher, administration, parent and/or student. The Student Success Plan describes strategies to be implemented to help the student improve in identified academic areas and, in some cases, includes a behavior contract. The Student Success Plan also includes goals and benchmarks for student achievement, time frames for progress, and follow-up meeting dates.

The SST is not a special education function. It is not subject to the special education timelines or legal requirements. The conclusion of the SST process may result in the referral for services through the provisions of a Section 504 Plan, services for English Language Learners, academic remediation, or for special education assessment. ACE Charter Schools will refer a student for a special education assessment when the Student Success Team identifies that the modifications or assistance provided in the general education classroom is not sufficient in meeting the student's needs.

Student Success Team meeting request forms are available at the school office. Parents may request a Student Success Team meeting after having met with their classroom teacher and/or administrator regarding their concerns.

Special Education: ACE's approach to educational support services is one of inclusion for a full spectrum of distinct learners. We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. ACE Charter Schools provide special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Charter School Special Education Local Plan Area. These services are available for special

educations students enrolled at ACE Charter Schools. Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and shall receive special education services according to a written Individualized Education Plan ("IEP"). We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. ACE Charter Schools collaborate with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student

Diverse Learners: Our classrooms in all major content areas offer differentiation in instruction to accommodate the various learning modalities of students. ACE educates an intellectually diverse student population, in a range from students requiring life skills instruction to those in need of advanced college placement experiences. General and special educators collaborate regularly in planning and in co-teaching various lessons, to assure all students are successful in our general education classes. Students requiring additional support (other than special education) may be scheduled for specialized courses based on their needs, as identified by an Individual Education Plan or by a School Support Team. Support course offerings may include Reading Workshop, Tutoring, ST math support and special education resource classes. Students requiring advanced curriculum work obtain teacher and guidance counselor support to enroll in advanced placement courses (AP courses) and early college credit experiences.

Reading Workshop is a course of study that provides a systematic approach for students to effectively decode and encode content materials across curriculum. Multi-sensory methods are practiced for students to gain fluency, sound association and a firm structure of the English language in a logical sequence. Use of very direct and explicit learning strategies enhance the students' comprehension of words, sentences and passage reading while improving their skills in listening comprehension, spelling and written work. Students will demonstrate their learning through improved participation in assigned humanities courses as well measured outcomes on annual state mandated Reading and English assessments.

Student-Involved Assessment

How do we know what you are learning and measure your progress? We want all our students to produce excellent work. Our standards are high and we want to prepare students to have strong options for college and beyond. Assessment of student work helps students and their families understand what the student has learned and how the student has progressed in the different subject areas. Because our courses are designed around compelling topics, learning targets, and projects, we assess student learning in a variety of ways.

What is student-involved assessment? At ACE, summative assessment (the goal of summative assessments is to evaluate student learning at the end of an instructional unit. Examples of summative assessments include a midterm exam, a final project, or a paper) results are used to engage, support, and hold students accountable for rigorous learning and growth. Teachers learn how to actively involve students in the assessment process through practices that support assessments of learning, evaluate student mastery through cycle benchmarks and assessments for learning through summative assessments.

Students at ACE will have regular opportunities to present their work to parents and others through PLPs during student-led conferences, and exhibitions of learning.

What is a student-led conference? Twice a year students at ACE will prepare and present student-led conferences. As the name suggests this is an opportunity for each student to present their PLP and demonstrate growth to his/her parent or guardian. Each conference lasts approximately 30 minutes with 20 minutes being reserved for the student presentation, 5 minutes for questions and 5 minutes for feedback from the student's homeroom teacher.

What is an Exhibition of Learning? In addition to creating an annual portfolio, all students will also deliver an Exhibition of Learning ("EOL"). The purpose of the EOL is to share the student's project based work with parents, teachers, administrators, invited guests, relatives and friends. Successful completion of the Exhibition of Learning is one of the mandatory components of their final grade.

Will I have tests and quizzes? Yes. To support your work during each course, students must learn specific knowledge and skills. They will be given tests and quizzes as one way of showing what they have learned and are able to do.

Which standardized tests will I take, when, and why? Students at ACE take the same district and state tests that all other California Public School students take.

The School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.)

- **California High School Exit Examination (CAHSEE)** – Students are required to pass the CAHSEE to earn a high school diploma.
    - The CAHSEE can be administered six times throughout the year: October, November, December, February, March, and May.

- **The California English Language Development Test (CELDT)** is given to all grades of students whose native language is other than English.
    - CELDT Testing Window: October 1 – 31

- **The California Standardized Test** in Science is given to 5th, 8th & 10th grades.

- **The Smarter Balanced Assessment** is a computer-adaptive test that allows students to demonstrate what they know. This assessment is based on Common Core State Standards for English Language Arts and Mathematics. Notwithstanding any other provision of law, a parent's or guardian's written request to the Principal to excuse his or her child from any or all parts of this state assessment shall be granted.
    - For grades 3-8 and 11
    - Smarter Balanced testing window is late April to May

Student attendance must always be a priority for learning. Students are highly discouraged from missing school during these testing windows.

When will I get Progress Reports, Report Cards and PLP's? Progress Reports, Report Cards, or PLPs will be sent home or presented before or on the following dates:

- During Student Led Conferences in October
- December Break
- During Student-Led Conferences in February or March
- One week after the last day of school.

How will I know if I have demonstrated growth? Progress reports will be sent home regularly, and the reports will detail areas of improvement and areas of strength. Giving progress reports, students will have the opportunity to identify and address issues early.

What is ACE's Vision of Growth for students? Students at ACE Charter Schools will demonstrate growth in all subjects, including English, Math, Science and History, by demonstrating one of the following:

- Make consistent progress towards passing with a 70% or above in the final cumulative semester report card for English, Math, Science, and History.
- 1.5 years of growth in English, Math, and Science as measured by the Northwest Evaluation Association (NWEA) pre- and post-tests each year.
- Have maintained an attendance rate above that of the school target of 96%.
- Have met or exceeded their personal goals set at the beginning of the school year for Proficiency levels in Math, English, GPA and ACT (for HS students only).

Am I allowed to make up work? It is the student's responsibility to consult with each of his/her teachers to make sure s/he is aware of all assignments. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up any missed work.

ACE CHARTER SCHOOLS POLICIES

Academic Integrity Policy

Personal integrity is essential to a quality education and a healthy academic environment. The pursuit of excellence in education at ACE Charter Schools requires an atmosphere of academic honesty, as does the nature of our community. In our goal to help develop students' character and intellect, we strive to teach by example the importance of truth and trust in curricular, co-curricular and extracurricular activities. In order to create and maintain a strong sense of personal honor and integrity in the ACE community, every member should respect and support the philosophy and guidelines of the academic integrity policy.

Academic dishonesty includes, but is not limited to, the following:

- Copying, or allowing another student to copy the following: homework, vocabulary lessons, worksheets, essays, research papers, test answers, or lab reports that will be graded and/or require the Honor Pledge (We acknowledge that teachers may give permission to work cooperatively on some assignments).
- Having in your immediate possession unauthorized materials (e.g., cell phone, study notes, class notes, etc.) that could be of assistance during testing or another form of evaluation. It is the student's responsibility to remove all such material from close proximity to him/her during a test or another form of evaluation.
- Having material written on skin or clothing which is considered to be of assistance in completing a graded assignment.

Plagiarizing encompasses, but is not limited to, the following:

- Presenting as one's own, the works or the opinions of someone else without proper acknowledgement.
- Borrowing of the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgement through footnotes or endnotes.
- Some examples are: having a parent or another person write an essay or do a project which is then submitted as one's own work; using the Internet to locate prepared essays or papers to submit as original work AND/OR failing to use proper documentation and bibliography.

For a first time offense, the student may be allowed to redo the assignment, but cannot receive full credit. For all subsequent offenses the student will receive "No Credit" on the assignment and will not have the opportunity to redo the assignment. If a student is caught cheating during an exam he or she will receive "No Credit" for the assessment and will not have the opportunity to retake the same exam. Other consequences for both cheating and plagiarism may include suspension or expulsion.

Supplies: Students will need to have the following supplies at home to complete their homework:

- Pencils
- Black ink pens
- Green ink pens for corrections
- Paper
- At least one book (may be checked out from the library)
- Colored pencils
- Dictionary
- Binders
- Highlighters
- Notebooks for every subject (HS only)

Admissions and Public Drawing

Non-discriminatory Admission Procedures: Although ACE Charter Schools exclusively targets underserved students, the 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 of enrollment in the Charter School.

Public Random Drawing: 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) District resident students

5) All other students

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.

Attendance Policy

All students are required to maintain 96% attendance to maintain their status as an ACE student (no more than six (6) absences in the school year). It is the legal responsibility of all parents and guardians to ensure regular school attendance. If a student is absent, he/she must bring a note explaining the absence. The note must state the date of the absence and be signed by a parent or guardian. A note from a physician (or healthcare professional) is required for a continuous absence, in which the student is absent for three (3) or more consecutive school days, due to illness or injury. If a note excusing the student is not received by the school office within three (3) days after student's return to school, the absence will be marked as an unexcused absence.

The Board of Directors of ACE Charter Schools adopted this policy on August 6, 2014 in recognition of the following:

- Attendance patterns often have a direct link with student achievement.
- Frequent absences hurt academic performance.
- California State Law mandates that unless students have an excused absence as described below, they must be in school on time every day.

Excused absences shall be limited to the following:

1. Student absence with a note from the student's parent or guardian explaining the absence
2. Student illness with a note from a healthcare professional (see Policy on Student Illness, below)
3. Student medical appointment
4. Bereavement (for member of immediate family)
5. Observance of religious holiday

For any of the above reasons, parents/guardians must notify their child's school office within three (3) days after student's return to school. This notice must be provided to the main school office. **All other absences shall be considered unexcused including absences for family vacations and/or trips. Please be aware that all absences will remain unexcused until proper documentation is delivered to the main school office within three (3) days after student's return to school.**

Policy on Student Truancy

In accordance with Education Code Section 48260, "truancy" is defined as follows:

> "Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse on three occasions or tardy for more than 30 minutes in a school day on three occasions in one school year is a truant and will be reported to the Office Manager, the Principals or School Site Administrator."

<u>A student shall be identified as a truant per Education Code Section 48260(a) when he/she</u>:

1. Is absent without a valid excuse for three (3) or more school days (consecutive or non-consecutive) in one school year; or

2. Is tardy on three (3) or more occasions in one school year (A "tardy" is defined as being absent for more than any 30-minute period during the school day without a valid excuse); or

3. Any combination of the above.

ACE Charter Schools will adhere to their protocols for handling truancies. Some sanctions that can be administered to the families of students who are truant include:

- Meeting with a school site administrator
- Shadowing the student for a day
- Additional academic supports be assigned, including before, after and weekend study programs
- Referrals to counseling services and or Parenting Workshops
- Home visits by school site personnel
- After School Detention
- Attendance contract
- Student Retention
- Required school counseling
- Loss of Field Trip privileges
- Loss of School Event privileges
- Required remediation plan as set by the school administration
- Notification to the District Attorney pursuant to Education Code Section 48260.6.

Truancy notifications will be sent home to families by U.S. Mail or electronic mail, if provided, and in the home language indicated on the student's records, which shall provide notification of the legal statutes applying to student attendance, specific information related to the student's unexcused absences will also be included in the notice.

Policy on Student Illness

Repeated absences due to student illness are of great concern to the school. ACE Charter Schools is concerned for the child's health and welfare, the child's risk of falling behind in school, and the significant loss of state funding because of the child's absence from school. ACE Charter Schools wants to make sure that genuinely sick children get medical care when warranted.

1. All student illnesses are counted as unexcused absences unless the school receives a signed note from a parent, guardian or healthcare professional verifying the illness.
2. Upon reaching five (5) unexcused absences due to student illness within a semester period:

a. The student is required to submit a signed note from a healthcare professional to the school.

b. If a signed note is not submitted, the student will be classified as a truant and referred to the protocol detailed above for truancies pursuant to this policy.

3. Any illness which results in a student missing three (3) or more consecutive school days shall be verified by a healthcare professional. Pursuant to this policy, if a child is absent for five (5) or more consecutive days for illness without documented proof of attention from a healthcare professional, ACE Charter School will alert the local Child Protective Services to a case of possible neglect of medical needs.

Because regular attendance is demonstration of the student and family's commitment to the student's education, perfect and regular attendance at ACE will be rewarded. Students will be recognized for perfect attendance at the end of each grading cycle, semester, and end of year. In order for students to be recognized for Perfect Attendance, they must meet the following criteria:

- No full-day or partial absences (including excused absences such as doctor's appointments)
- No tardies (including academic, intervention, and elective courses)

Independent Study

Independent Study is a voluntary optional alternative in which no pupil may be required to participate; a classroom option will always be available to the child. Responsibilities of the parties participating in Independent Study are described in Education Code Section 51747.

At ACE Charter Schools, independent study contracts may be granted for a student on a very limited basis for one of the following reasons:

1. Extended illness, which shall mean an illness lasting more than three (3) consecutive school days.
2. Attendance at funeral services for a member of the immediate family:

a. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.

b. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.

To request an independent study contract, families MUST schedule an appointment with the Principal. If said meeting does not occur, an independent study contract will not be granted and any days the student is absent will be considered unexcused absences. Excessive accumulation of unexcused absences will result in the student being considered TRUANT, and criminal proceedings may be filed against the parent/guardian of said student. Students may also jeopardize their spot at ACE Charter Schools if they accumulate excessive unexcused absences.

Reasons that will prohibit an independent study contract from being granted include but are not limited to the following:

- Vacations during the school year
- Illness of a person other than the student

If an independent study request is denied, any days the student is absent will be considered unexcused absences. Excessive accumulation of unexcused absences will result in the student being considered TRUANT, and criminal proceedings may be filed against the parent/guardian of said student. Students may also jeopardize their spot at ACE Charter Schools if they accumulate excessive absences.

Missed and Make-up Work Policy

Students will be required to make up any missed work due to absences or early dismissals. Teachers will provide students with specific guidelines for completion of make-up work. Faculty are not required to provide make up work for students who were either in school and chose not to complete assignments or for students who had a series of unexcused absences. Completing those assignments will support student progress in the course but may result in fewer opportunities to show evidence of understanding the content, and therefore, require repeating a course.

Transportation

All parents/families are responsible for the transportation of their child to and from ACE Charter Schools. In addition, parents must provide contact information and identification information for any person authorized to pick up their student.

Late Policy

Students are expected to report to ALL classes on time every day. When students are late for class, (e.g., being absent for more than any 30-minute period during the school day without a valid excuse) they miss important instruction and assignments. Chronic lateness (which is classified as being absent from school for more than 30-minutes during the school day without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date) to school and/or class will result in disciplinary action. Students are required to make up any work missed due to lateness. Lateness will be tracked and communicated.

Hall Pass Policy

Students are prohibited from being in the hallways during class time. With the teacher's approval, hall passes can be given to students 15 minutes after class begins and up 15 minutes before class ends. Hall passes are used when students need to go to the bathroom or to the main office.

Picking Up Children

Any person who comes to pick up a student must be listed on the emergency card of that child. No student will be dismissed to any person who is not listed on the child's emergency card unless

the student's parent/guardian notifies the school's front office and identifies the adult who has permission to pick up the student on that day after verifying his/her identification. This notice may be made via the telephone or email.

For safety reasons, no student may leave campus with anyone who is not at least 18 years of age and who is not listed as an emergency contact in the main office unless the school's front office is previously notified as explained above. Parents must inform the office if a child has permission to walk home. To protect the safety of our students, they will only be permitted to leave school on their own if parents/guardians have provided a written authorization to the main office.

Early Departures

Parents who need to pick up their children early must first report to the office to sign the child out. No students will be dismissed from the classroom without a note or phone call from the office. The note must be brought to the office before period 1 and the office staff will contact the parent to verify the note. The office staff will then notify the student's teachers/advisor and give the student an early dismissal pass to show to their teacher at the time of early dismissal. All students must sign out at the front desk before leaving the building with an early dismissal. Please note that if a student misses more than three hours of the school day, s/he will be counted absent for the full day.

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. The school does not have the capacity to watch over and care for ill children. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home.

Please be sure that the school has up to date contact and health information. If your child has needs we do not know about, we cannot provide for those needs. If your child has an emergency, we must be able to reach you.

Concussion Management Plan

California law requires a school, if it offers an athletic program, to develop a concussion management plan that outlines the protocol in the event that a student is suspected of sustaining a concussion or head injury.

At ACE Charter Schools, any player who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion or balance problems) shall be immediately removed from the game, practice, or scrimmage and shall not return to play until cleared by an appropriate health-care professional. A concussion is a traumatic brain injury that interferes with normal brain function. An athlete does not have to lose consciousness to have suffered a concussion.

Common Symptoms of Concussion include: headache, fogginess, difficulty concentrating, easily confused, slowed thought processes, difficulty with memory, nausea, lack of energy, dizziness

or poor balance, blurred vision, sensitive to light and sounds, mood changes, irritable, anxious or tearful.

Note that:

- No athlete shall return to play (RTP) or practice on the same day of a diagnosed concussion by a licensed medical professional.
- Any athlete suspected of having a concussion shall be evaluated by an appropriate licensed health-care professional that day. If one is not available, the Coach shall make the determination.
- Any athlete diagnosed with a concussion shall be medically cleared by a state licensed Medical Doctor or a Doctor of Osteopathic medicine, prior to resuming participation in any practice or competition.
- On an annual basis, a concussion and head injury information sheet shall be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition.

Health Information

State law requires that all children entering elementary school be immunized against Polio, DTP, MMR, Hepatitis B, Varicella, and Hepatitis A. State law requires that all children entering the seventh grade be immunized against Whooping cough (Tdap). These requirements can be waived only if a properly signed health exemption is filed with the school.

Immunization Requirements by Age and Grade Entering

Vaccine	4-6 Years Old	7-17 Years Old	7th Grade
Polio (OPV or IPV)	**4 doses** (3 does OK if one was given on or after	**4 doses** (3 doses OK if one was given on or after 2nd birthday)	
Diphtheria, Tetanus, an Pertussis (DTaP, DTP, DT, or Tdap)	**5 doses** (4 does OK if one was given on or after 4th birthday)	**3 doses** (4 doses required if last dose was before 2nd birthday. At least one dose must be Tdap or DTaP/DTP given on or after 7th birthday for all 7th – 12th graders)	**1 dose** of Tdap (or DTP/DTaP given on or after the 7th birthday)
Measles, Mumps, and Rubella (MMR or MMR-V)	**2 doses**	**1 dose**	**2 doses** of MMR or any measles-containing vaccine

	(Both doses given on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately)	(Dose given on or after 1st birthday. Mumps vaccine is not required if given separately)	(Both does given on or after 1st birthday)
Hepatitis B (Hep B or HBV)	**3 doses**		
Varicella (chickenpox, VAR, MMR-V or VZV)	**1 dose**	**1 dose** for ages 7-12 years old **2 doses** for ages 13-17 years	

To ensure a safe learning environment for all students, the School follows and abides by the health standards set forth by the state of California. Students will not attend school until all require records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the School.

Medications and Epi-Pens

If it is necessary for your child to take medications at school (either prescription or non-prescription drugs), please be advised of the following legal requirements. Printed forms for medication at school are available from the school office manager. In order for students to take medication at school, the school must receive:

1. Written statement from the physician detailing the amount, time, and method by which medication is to be taken
2. Written statement from the student's parents or guardian indicating permission for the school to assist the pupil in matters set forth in the physician's statement
3. Medicine must be provided to the school in the original pharmaceutical container

In order for your child to carry and self-administer an epi-pen, the school must obtain:

1. A written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer an epi-pen, AND
2. A written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing ACE Charter Schools and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

Diabetes

ACE Charter Schools 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.

Field Trip Policy

Field trips are encouraged by ACE Charter Schools as a way for students to explore their community and the world beyond it. Parents must sign a release form for each trip before a student can participate. Students who choose not to attend a field trip shall be given an alternative educational project for that time period.

Field trips are part of the school's educational program, and are a privilege. All students are eligible to attend field trips, unless recent school behaviors demonstrate that the student may be a liability for the school. In such case, the student's parent/guardian may be asked to accompany the student on the field trip. If the parent/guardian is unable to attend, the student may not be able to attend. Students with disabilities shall not be excluded from field trips on the basis of a disability.

Wellness Policy and School Nutrition Program

ACE Charter School is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement.

Nutrition Education: Every year, all students shall receive nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors.. Nutrition education information shall be offered throughout the school campus including, but not limited to, school dining areas and classrooms. Staff members who provide nutrition education shall have the appropriate training.

ACE's Nutrition Standards include the following:

- ACE shall ensure that reimbursable school meals meet the program requirements and nutrition standards found in federal regulations. ACE shall encourage students to make nutritious food choices.
- ACE shall monitor all food and beverages sold or served to students, including those available outside the federally regulated child nutrition programs and reassure that we

comply with the Healthy Hunger Free Kids Act. ACE shall consider nutrient density and portion size before permitting food and beverages to be sold or served to students.

- ACE shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly or not renewed.

Physical Education and/or Physical Activity Opportunities:

- ACE shall offer physical education and enrichment opportunities that include the components of a quality physical education program. Physical education shall equip students with the knowledge, skills, and values necessary for lifelong physical activity.
- Every year, all students shall have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and to understand the short- and long-term benefits of a physically active and healthy lifestyle.

Other School-Based Activities Designed to Promote Student Wellness

- ACE may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity.

National School Lunch Program

ACE Charter Schools participates in the National School Lunch Program, allowing for low-income families to apply to receive free or reduced meals. All are meals are prepared by Revolution Foods, a community partner that prides itself in providing fresh and healthy meals. For more information regarding Revolutions Foods, please visit their website http://revolutionfoods.com/. All students, regardless of qualification status, are offered breakfast, lunch and snack daily.

All families are encouraged to complete a federal free/reduced lunch application form in order to include as many eligible students as possible. All families wishing to enroll in the program must fill out and submit their federal free/reduced lunch application form within the first 30 calendar days of the first day of school. Families that qualify will receive free/reduced pricing for lunch. Failure to submit an application form will automatically disqualify you and your student(s) from free or reduced priced meals. For the 2016-2017 school year, reduced priced meals are currently priced at $0.30 for breakfast, $0.40 for lunch and no charge for snack. Those who do not qualify for free or reduced priced meals can enjoy breakfast at school for $2.00 and lunch for $3.00 each meal. Please note that these prices are subject to change during the school year.

Breakfast: All ACE Students are offered breakfast at in the morning of every school day. Please check with your school site leaders for specific times of service. After 7:55am, breakfast will not be served so as to allow enough time for students to eat before the beginning of the school day. Families may also choose to have their children eat breakfast at home before coming to school.

Lunch: Lunch will be offered to all during the school's designated lunch period, any time between 11am and 2pm. Families may also choose to send a bag lunch to school with their child. All bag lunches must provide a healthy and nutritious meal for students.

The following items are NOT allowed on campus:

- Chips (Doritos, Hot Cheetos, etc.)
- Candy
- Soda, or other caffeinated beverages
- Fast food (McDonalds, Jack in the Box, etc.)
- Or any other unhealthy foods

These items are not permitted at any time as they are counterproductive to student learning.

If a student brings an unhealthy lunch (which means a lunch consisting of all or part of the items listed above) to school, the student will be provided a school-based healthy lunch. This school-based healthy lunch will include, fruit, milk, and an entrée. At no time will it be permissible for students to eat unhealthy food while they are at ACE. It is our policy that both students' minds and bodies will be developed in a healthy manner while enrolled at ACE Charter Schools.

Snacks: Students are permitted to bring healthy snacks to be consumed during the afternoon break.

The following items are NOT allowed on campus:

- Chips (Doritos, Hot Cheetos, etc.)
- Candy
- Soda, or other caffeinated beverages
- Fast food (McDonalds, Jack in the Box, etc.)
- Or any other unhealthy foods

These items are not permitted as they are counterproductive to student learning.

Uniform Policy

The goal of ACE Charter Schools is to help low-achieving students change their academic trajectory away from failure and accelerate them toward proficiency as a stepping-stone to college. This preparation is not only academic, but extends to all aspects of their daily lives. In pursuit of that goal, we have designed a uniform policy to reflect our norms of professionalism, which contribute to life-long success. Our uniform policy is designed to ensure that students are clean, neat, well-kept and age-appropriately dressed from head to toe. Students are expected to be in proper uniform at all times. Any article of clothing that distracts the learning environment will be confiscated for the whole year. ACE will provide all new student with one free ACE polo shirt. The goals of the uniform policy are as follows:

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

The student uniform at ACE Charter Schools consists of:

- ACE embroidered polo shirt or other appropriately sized polo shirt in the school's selected colors.
- Pants or capris – appropriately sized in the school's selected color(s), with no designs whatsoever on the pants/capris. Pants/capris must sit at the hips.
- Skirts or shorts - appropriately sized in the schools selected color(s), which must be at the knee.
- Belts must be solid black leather or cloth with no design on belt or buckle.
- ACE embroidered sweatshirt or other solid black/white/grey sweatshirt.
- College and/or University sweatshirts are allowed on school's designated day(s).
- Backpack (no blue, red, or logos, other than the logo of the backpack manufacturer, allowed)

Colors vary by school. For your reference, please see table below:

School Site	School Color
ACE Empower Academy	Bottoms: Khaki pants, shorts, skirts, or skorts Tops: Black polo & Yellow polo Outerwear: Black, Grey, White sweater or any College sweaters
ACE Middle School Franklin-McKinley	Bottoms: Khaki or Black pants, shorts, skirts, skorts Tops: Black polo, Yellow polo, & Grey polo Outerwear: All black, all grey sweaters or any college sweaters
ACE Charter High School	Bottoms: Black pants, shorts, skirts, skorts Tops: Black polo, White polo, Grey polo, & Purple polo
ACE San Jose Unified	Bottoms: Black pants, shorts, skirts, skorts Tops: Purple polo, Orange polo, & Pink polo

ACE has secured different options for families to purchase their uniform shirts. Vendors are invited to sell at various campus community events. If you are unable to find your school's polo colors at your local store, you may visit this uniform store location:

Merry Mart Uniforms
33 Washington Street
Santa Clara, CA
(408) 296-0423
merrymartuniforms.com

The following items are NOT allowed at ANY time:

- Distracting jewelry or piercing (hoop earrings larger than 1 inch in diameter)
- Distracting make up
- Head coverings of any kind (unless excused by a medical professional, or for religious purposes; written notice from the student's medical professional, parent, or guardian must be previously provided to the Principal)
- Pants/capris and/or skirts/shorts that are oversized or sagging
- Nike Cortez and classic Reebok tennis shoes or predominantly red or blue tennis shoes
- Open toed shoes or sandals
- Red or blue accessories (shoe laces, bracelets, necklaces, hair ties, etc.)

Administration has the discretion to deem any part of the uniform inappropriate and will ask parents to bring appropriate uniform attire to the school. Students who do not come to school in their uniform will not be allowed to attend classes until they are in proper uniform. Parents/guardians/family members will be contacted and will be asked to bring a change of clothes for their student before s/he is allowed to go to class. Any confiscated items must be picked up by a parent after or before school.

Free Dress (Note: Application of the free dress policy may vary from school to school)
Free dress is an earned privilege and is authorized by administration only. If Free Dress is earned, it will be announced at the end of the prior school day. When students earn free dress, they must comply with the following guidelines:

- No sagging or oversized pants
- Shirts must be an appropriate length
- No tube tops or thin straps or any garments that reveal undergarments
- No articles of clothing or accessories with any red or blue
- No distracting jewelry (hoop earrings larger than 1 inch in diameter)
- No distracting make up
- No head coverings of any kind (unless excused by a medical professional (written notice from the student's medical professional must be previously provided to the Principal) or religious belief)

School staff will always have the discretion to determine the appropriateness of any item of apparel brought to school by any student.

Personal Belongings: To maintain an environment conducive to learning, students are not allowed to have items at school that will distract from the academic tasks at hand. Prohibited items include but are not limited to:

Gum	Candy
Soda	Any illegal substance

Weapons and toy weapons	Stuffed animals or dolls
Handheld video games or any other electronic toys	Radio or Walkman or MP3 Player
Money	Distracting Jewelry (hoop earrings larger than 1 inch in diameter)
Cell phones or other electronic devices	No articles of clothing or accessories with any red or blue

If students are found on campus in possession of any prohibited items, said items will be confiscated and appropriate disciplinary action will be taken. Depending on the item confiscated, a parent/guardian will have to come to campus to retrieve said item before or after school. If a student is caught on campus with a prohibited item more than once, said item will not be returned to parents/guardians until the last day of the school year. In the case of items such as cell phones, cash, electronic toys or other prohibited items, ***ACE Charter Schools is not responsible for replacing any lost or stolen items***.

Visitors

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

No Student is allowed to bring visitors to school, including before and after school hours. Anyone on school grounds without permission is in violation of the law and may be reported to the police.

Program Improvement

Title I schools that do not make adequate yearly progress (AYP) on state achievement tests enter into Program Improvement status. Under No Child Left Behind (NCLB), students who attend a Title I-funded school that is identified for program improvement (PI), corrective action, or restructuring, must be given the option of school choice. The school choice provision allows all students attending a Title I Program Improvement school the option to transfer to another public school that is not in program improvement, within a specific school range, or that is not identified as persistently dangerous.

ACE Charter Schools has two schools identified as Program Improvement schools: ACE Charter High School – Year 1 and ACE Empower – Year 4. The California Department of Education has determined this status based on their review of student academic performance data in English Language Arts and Mathematics as required by the Federal Elementary and Secondary Education Act (ESEA) of 2001.

In addition to offering school choice, supplemental education services (SES) are also available for qualifying students attending schools in Program Improvement years 2 and up. The

following school is in Program Improvement years 2-5: ACE Empower (Year 4). Please contact the Principals at each school site for more information regarding supplemental education services.

Parent Involvement Policy

Family participation is a cornerstone of the foundation of ACE Charter Schools. Our staff is committed to providing a high quality public education, and we know that this occurs when families are actively engaged in their child's educational experiences as partners with the school. We value their presence in both social and academic activities, and believe in working closely with families to support student learning. It is crucial that we collaborate to reach our ambitious goals and transform the community.

At ACE, creating a culture of partnership begins with having a welcoming environment, where parents feel wanted and respected. Should they choose to volunteer on a drop-in basis, each school site has a menu of volunteer opportunities in which they can engage, on any given day.

A range of options for families to get involved include, but are not limited to:

- Coffee with the Principal
- Community Meetings
- Parent Workshops
- Parent Leadership
- Board Meetings
- Participating in Hiring Interviews
- Assisting in the Office
- Campus Supervision
- Having Lunch with Students
- Attending ACE Athletic Games
- Student-Led Conferences
- Event Committees (Dances, Potlucks, Etc.)
- Participating in LCAP
- Exhibition Night/Open House
- Chaperoning Fieldtrips
- Phone Tree/Calls for Events
- Lobbying at County Office of Education
- Bi-Annual Parent Surveys
- Teacher's Assistant
- Growth Cycle Audit

Recognizing that families have busy and varying schedules, parents fill out a **Parent/Family Volunteer Questionnaire** at the beginning of each school year to tell us in which way they would like to contribute. Based on parents'/guardians' availability and interests, we will match them with volunteer opportunities that support the school community.

Scheduled Events and Meetings:

Aside from parents volunteering on a drop-in basis, there are multiple opportunities for parents and staff to come together during scheduled events. Events range from the Coffee with the Principal, to leadership opportunities where parents commit to working with the Principal to find solutions that achieve school goals. At the highest-level, parents can be elected as board members and included in district-level decisions.

ACE commits to having multiple entry points for parent participation, occurring on a regular basis. All parent engagement activities and meetings will allow for the participation of parents with limited English proficiency and/or parents with disabilities, by providing proper accommodations. Events, with varying levels of involvement, are listed below:

	Description of Purpose
Coffee with the Principal	● Parents provide input and give continuous feedback to improve parent involvement strategies ● Parents build relationships with their Principal by sharing their stories or airing their concerns ● Principals maintain parents informed by sharing data on student achievement and school performance and growth
Movie Night/ Orientation/ Exhibition Night/ Community Meetings Student-Led Conferences Etc.	● Events for whole school community building ● Orientation, where families are informed of yearly expectations and meet school site staff to understand roles ● Exhibition Night, where students takes risks and share their work ● Community Meetings, where SLs share new Student Engagement System (Discipline) ● Student-Led Conferences, where families get an update on their students' individual proficiency levels and progress toward their goals
Parent Workshops	● Opportunities for parent education and support ● Information, training or resources based on need (i.e., immigration information, community partner presentations) ● SLs explain the curriculum, academic assessment, and proficiency levels students are expected to meet ● Tools and skills to help students prepare for testing at home (i.e., Common Core, NWEA) ● Workshop on technology and how to use new Family Link app ● Guest speakers, including ACE Alumni ● College Readiness 101 (progressive information by grade level)
Parent Leadership	● Parents are partners in decision-making, and collaborate with SLs to help determine better ways to achieve goals that affect their children ● Parents respond to Growth Cycle data, to help find solutions to transform the school ● Parents understand, plan and respond to the LCAP ● Yearly evaluation of parent involvement policy, including identifying barriers to greater parental participation and engagement
Parent Board Members	● Parent voice at the board level

Parent Leadership:
We believe having parents act as leaders and decision-makers at the school will have a significant impact on the educational outcomes of our students. Therefore, our focus is to engage parents in becoming key partners in the academic priorities of the school. Parent Leaders (PLs) will collaborate with School Leaders (SLs) and share the responsibility for student academic success.

We value our parents and their development, and know that when parents are organized and everyone is aligned toward the same goals, results will be true transformational change for the school and our families. Inclusion of parents in planning and determining solutions will increase student achievement and school improvement.

Communication:
Multiple channels and forms of communication will be used to connect with parents, and recruit them to be involved. In addition, every announcement will be translated into our parents' target language. Meetings and events will be publicized in the *Ganas* Greeter Newsletter, and signs will be posted around campus the week prior. A One-call reminder and flyers will be sent out the week of the event. The Director of Community Engagement will work with each site to find an owner for these communications.

ACE Family Link app - new for 2016-17 school year
ACE Family Link will address home-school collaboration around specific goals for first-generation college students. Our web application will provide students, their parents and teachers with a simple, intuitive platform to view, and track progress towards specific college readiness goals, unlike passive, traditional methods like sending notes home when students miss school or fail an assignment. Over a year, our project will establish an effective mechanism that increases transparency around student goals and progress, teaches students about goal setting and perseverance, and helps increase collaboration between families, students and teachers to ensure not only college admission but college success.

Tracking of Parent Participation
ACE encourages each family to contribute one (1) service hour per month. We have a **monthly** target of **75% Parent Participation.** The goal is that at least 75% of our students' parents come onto campus each month for at least an hour. This is tracked and measured monthly by grade-level, and displayed at each school site.

ACE Charter Schools agrees to implement the following policy for involvement of parents and families, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents/families are involved in the development of the LEA plan and process for review of program improvement status
- how parent/family involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent/family capacity for strong parental involvement is built
- how parent/family involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent/family involvement policy, and subsequent incorporation of findings to design more effective parent/family involvement
- how parents/families are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(c) of the ESEA, ACE Charter Schools will provide parents/families an opportunity to participate in the development of the overall policy. Specifically, by seeking collaboration, feedback, and input at various point of the year at community meetings, Parent Leadership meetings, forums and through surveys.

Consistent with the requirements of section 1118(d) of the ESEA, ACE Charter Schools will jointly develop a school-parent/family compact that outlines how parents/families, school staff, and students will share responsibility for student achievement. Each school site is responsible for notifying families of these opportunities to participate in these councils. If you have questions on who you can participate in these meetings, or want to be a part of the committee, please contact your School Site Leader.

Consistent with the requirements of section 1118(e) of the ESEA, ACE Charter Schools will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, ACE Charter Schools will coordinate and integrate parent involvement programs to the extent feasible. Specifically, ACE hosts several parent/family meetings every year where school-based data is shared and explained.

Consistent with the requirements of section 1118(f) of the ESEA, ACE Charter Schools will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. Specifically, ACE Charter Schools offers translation services, if needed, at all parent/family meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs, a 2016-2017 version will be available for review once approved by the Board of Directors. The school contact for Parent/Family involvement is Angelina Ramos, Director of Family and Community Engagement. Ms. Ramos may be reached at (408) 639-2062 or at aramos@acecharter.org.

NCLB-Parents'/Families' Right to Know

ACE Charter Schools follows the No Child Left Behind (NCLB) legislation to determine if a teacher is Highly Qualified. Under the NCLB Act, teachers in both Title 1 and non-Title 1 schools are required to meet the Highly Qualified Standards for core academic subject areas by June 30, 2006. The core academic content areas are Elementary Education; English/Language Arts; History-Social Science; Mathematics; and Science.

Pursuant to NCLB guidelines, schools must provide to parents/families, under the "Parents' Right-to-Know" requirement, timely notice of their right to request and receive information regarding the professional qualifications of their child's teachers and para-professionals. In addition, parents must be informed when their child has been assigned to, or has been taught by, a non-Highly Qualified teacher for four or more consecutive weeks.

Parents may look up the professional qualifications of their children's classroom teacher using the following link to the California Commission on Teacher Credentialing website.

http://www.ctc.ca.gov/

ACE'S STUDENT RIGHTS AND ENGAGEMENT POLICIES

The Family Educational Rights and Privacy Act (FERPA), Student Records, and Directory Information

Student Records: The Office Manager at each ACE Charter School is in charge of student records. Pupil records maintained by each ACE Charter School consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, attendance record, and health record. Pupil records are maintained at each school where the pupil is attending. The school Office Manager or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices.

Except for directory information, pupil records are accessible only to parents or legal guardians, a pupil 16 years or older or having completed the 10th grade, the personnel, including independent contractors, for the School who have a legitimate educational interest in the pupil and other specified persons under certain circumstances prescribed by law. When a student moves to a new school/ school district, records will be forwarded upon request of the new district within ten (10) school days.

If parents/guardians would like to examine a child's record, the parents/guardians should submit a request in writing to the Principal. The School will make the records available within five (5) business days of receipt of a written request.

Confidential Student Information: The School must have a signed and dated written permission from the parent/guardian or before releasing any information from a student's education record except to the extent that the Family Educational Rights and Privacy Act ("FERPA") authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. In addition, the School

may forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.

Directory Information: The FERPA, a Federal law, requires that the School, with certain exceptions, obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised the School to the contrary in accordance with this policy.

“Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. ACE has designated the following information as directory information:

- Student's name
- Student’s address
- Parent/guardian’s address
- Telephone listing
- Student’s electronic mail address
- Parent/guardian’s electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Principal at:

- ACE Empower Academy: Co Principals Shangrila Mia Ramzan & Vu Long Trinh
- ACE Charter High School: Principal Jahsve Worthy
- ACE Charter Middle School Franklin-McKinley: Principal Cesar Torrico
- ACE Inspire Academy: Principal Marcela Miranda

If parents/guardians and eligible students believe the School is not in compliance with federal regulations regarding privacy, they have the right to file a complaint with the Family Policy

Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Pupil Record Challenges Policy: The parent of a pupil or former pupil may challenge the content of their child's pupil record to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following:

1) Inaccurate
2) An unsubstantiated personal conclusion or inference
3) A conclusion or inference outside of the observer's area of competence
4) Not based on the personal observation of a named person with the time and place of the observation noted
5) Misleading
6) In violation of the privacy or other rights of the pupil

A parent may use a pupil record challenge to appeal a suspension of a pupil which has already been served.

To challenge a pupil record, a parent must file a written request with the Principal to correct or remove any information recorded in the written records concerning his or her child.

Within 30 days of receipt of a written request from a parent, the Principal or the Principal's designee must meet with the parent or eligible student and the certificated employee who recorded the information in question, if any. The Principal must then sustain or deny the parent or eligible student's request and provide a written statement of the decision to the parent or eligible student.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal's designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the Principal denies any or all of the allegations and refuses to order the correction or the removal of the information, the Principal must inform the parent or eligible student of their right to a hearing under FERPA.

The parent or eligible student may, within 30 days of the refusal, appeal the decision in writing to the Board of Directors. Within 30 days of receipt of a written appeal from a parent, the Board of Directors will hold a formal hearing, in closed session, with the parent, eligible student and the certificated employee who recorded the information in question, if any, and determine whether or not to sustain or deny the allegations. The Board of Directors will give the parent or eligible

student notice of the date, time, and place, reasonably in advance of the hearing. The Board of Directors will give the parent or eligible student a full and fair opportunity to present evidence relevant to the requested amendment of pupil records. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney.

The Board of Directors will inform the parent or eligible student of its decision in writing within a reasonable period of time. The Board of Directors' decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Board of Directors sustains any or all of the allegations, it must order the correction or the removal and destruction of the information. However, the Board of Directors shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both the reasons for which the grade was given and is, to the extent practicable included in all discussions relating to the changing of the grade.

The decision of the Board of Directors shall be final.

The Principal or the Board President may convene a hearing panel to assist in making determinations regarding pupil record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

1) The Principal of a public school other than the public school at which the record is on file
2) A certificated employee
3) A parent appointed by the Principal or by the Board of Directors, depending upon who convenes the panel.

If the final decision of the Board of Directors is unfavorable to the parent, or if the parent accepts an unfavorable decision by the Principal, the parent or eligible student shall be informed of their right to submit a written statement of objections to the pupil record information. This statement shall become a part of the pupil's school record and shall be maintained for as long as the record is maintained.

Human Rights Policy

ACE Charter Schools brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. ACE Charter Schools is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values.

ACE Charter Schools wishes to stress that it is the responsibility of every member of the ACE Charter Schools community to observe and uphold the principles of equal opportunity as they

affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the ACE Charter Schools community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, discharge from school.

Nondiscrimination Statement

ACE Charter Schools are nonsectarian in its programs, admissions policies, employment practices, and all other operations. ACE Charter Schools do not charge tuition and does 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).

ACE Charter Schools adhere to all provisions of federal law related to students with disabilities and is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disability Act of 1990 ("ADA") (mental or physical disability), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

ACE Charter Schools prohibit sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

ACE Charter Schools do not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which ACE Charter Schools do business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. ACE will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The lack of English language skills will not be a barrier to admission or participation in the schools programs or activities. ACE prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

Any inquiries regarding this nondiscrimination policy or the filing of discrimination/harassment complaints may be directed to the Executive Director and/or Principal.

McKinney-Vento Homeless Students

As required by Federal law (McKinney-Vento), ACE Charter Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as

provided to other children and youth. For additional information concerning services for homeless children and youth, please contact the Office Manager at your school site.

Child Neglect and Abuse

All school personnel are required by law to report any suspected child abuse and/or neglect immediately to the Santa Clara County Department of Family and Children's Services (DFCS) for investigation. These reports are confidential and staff cannot provide any specific information regarding reports to parents.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the neglect and abuse hotline is also a misdemeanor.

Gun-Free Schools Act

ACE Charter Schools shall comply with the federal Gun-Free Schools Act.

Student Freedom of Speech/Expression: Publication Code Policy

ACE Charter Schools respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. While ACE Charter Schools embraces an environment that is diverse and inclusive, expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school

Distribution of Circulars, Newspapers, and Other Printed Matter: Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Principal or designee at least one school day prior to distribution.

2. Distribution, free or for a fee, may take place at any time except during instructional time and provided there is no substantial disruption in the school programs (as determined by the Principal).

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Principal).

5. Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of the adviser or advisers of pupil publications to supervise the production of the pupil staff, to maintain professional standards of Spanish or English and journalism, and to maintain the provisions of this section.

6. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

Buttons, Badges, and Other Insignia of Symbolic Expression: Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

Use of Bulletin Boards: Students will be provided with bulletin boards, upon request, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and the local school administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech.

Organized Demonstrations: Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

Enforcement:

1. The Principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.

2. Any student may appeal the decision of the Principal or designee to the Executive Director who shall render a decision within a reasonable period of time

after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.

3. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance.

Bullying and Cyberbullying

ACE recognizes the harmful effects of bullying on student learning and school attendance and desires to provide school environments that protect students from physical and emotional harm. ACE considers safety a high priority and has no tolerance for the bullying of any student.

No student or group of students shall, through physical, written, verbal or other means harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to or commit hate violence against any other student or school personnel.

Cyberbullying includes, but is not limited to, the transmission of harassing communication, direct threats, or other harmful texts, sounds or images on the internet, social media or other technologies using a telephone, computer or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

ACE Charter Schools will provide safe and anonymous forms of communicating any forms of bullying. All incidents will be investigated and consequences will be administered appropriately. To file a complaint regarding bullying or cyberbullying, please contact your principal.

Prohibition of all Tobacco Products

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083)

This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district/school property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

Electronic Cigarettes: In response to the growing problem of the use and or sale of electronic cigarettes on all school campuses, ACE has adopted a policy that reinforces current tobacco policy prohibiting its use, possession and or distribution on campus, while attending school-sponsored activities or while under the supervision of ACE personnel. Electronic Cigarettes are devices that provide an inhalable dose of nicotine through a vaporizing solution or other vapor emitting device (i.e. electronic hookah), whether they contain nicotine or not, any device used for nicotine delivery.

Code of Conduct and Technology

ACE's Technology Philosophy: At ACE Charter Schools, engaging and relevant technology is used to aid teachers and students in their work and learning. Access to inclusive technology enriches our curriculum and the life of ACE community. Teachers use appropriate technology to facilitate learning, manage their grades, and communicate both internally and externally. Students are granted technology privileges to be used as a tool of research, collaboration, creation, presentation, management, composition and communication. The use of the technology at ACE is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges.

Technology Use Agreement: The agreement is between ACE Charter Schools and ACE students/guardians. All technology provided by ACE is for academic or administrative use by students, faculty and staff. Any user who violates this policy or any applicable local, state, or federal laws, faces the loss of technology privileges, risks school disciplinary action, and may face legal prosecution. This technology policy includes, but is not limited to the telephone system, computers, software, networks, wireless networks, Internet access and other services provided for student use at ACE. All other personal electronic devices brought to campus by the student are not permitted.

ACE technology resources are provided to the community to promote the education of ACE students and support their growth and development. Parents are expected to be stakeholders in the implementation of the Student Technology Use Agreement. A signed agreement will be collected at the beginning of every year to indicate parents have read the agreement and that parents and students understand and support the terms of the agreement.

Personal Cell Phones/Tablets/Laptops: Students will not use cell phones during the school day to make phone calls or send text messages without the expressed permission of an ACE faculty or staff member. Students are encouraged to leave their cell phones at home. Lost/stolen/damaged phones or other personal property will not be replaced by ACE.

ACE's Technology: When using technology on the ACE campus, technology provided by ACE for student use, students should be mindful of the following:

<u>ACE Network and Wireless Access</u>

- Use of the ACE networks and wireless network should be for academic purposes having educational value consistent with the objectives of ACE.
- All files and communications composed, sent, received or stored on ACE networks are and remain the property of the school. They are not confidential, nor the private property of any student, regardless of content, and may be viewed by ACE staff at any time. The use of passwords does not guarantee privacy or security.
- Access to certain websites is restricted and ACE records Internet browsing history, messages and files accessed on the ACE networks. This history can be reviewed at any time.

- ACE network administration programs will not be accessed or changed without explicit permission.
- Inappropriate materials accessed or stored on the ACE network can and will be removed without prior notification. This includes, but is not limited to: copyrighted material, threatening or obscene material, inappropriate music, images or infected files.

Student Access and Accounts

- Individual ACE accounts (email, ACE Gmail, A3K), and the content created or accessed on those accounts, are the responsibility of the student.
- Students will take reasonable precautions to prevent others from being able to use their ACE accounts by keeping passwords confidential.

Behavioral Expectations

- Use of technology on campus should not disrupt the learning environment.
- Teachers retain the right to determine appropriate use of electronic devices while in the classroom.
- ACE technology equipment will be used appropriately; students will not damage or dismantle technology equipment.
- Computer labs and common work areas will be kept clean. Food and beverages are prohibited in labs or while using school technology equipment.
- Students will not attempt to deliberately spread viruses or disrupt ACE wireless or computer networks by any other means.
- Technology resources provided by the school will not be wasted, abused, or monopolized. "Surfing" the Internet, or excessive downloading of files results in congestion on the ACE network, which slows it down for other users.

Copyright and Plagiarism

- Copyrighted materials, trade secrets, proprietary information or other protected and controlled material shall not be stored or transferred using the ACE networks. Transmission of any material in violation of any U.S. or state regulation is prohibited.
- Software is protected by copyright, therefore students will not make unauthorized copies of software used or found at ACE, and students will not give, lend or sell copies of software to others.
- Students will not plagiarize words or information. Plagiarism is the taking of ideas, words, phrases, or writings of another and presenting them as if they were a student's original work. This is a violation of ACE Policy.

Cyber Bullying and Social Networking

- Technology may not be used to disturb or harass others in any way.
- To the greatest extent possible, harassment or unwanted or unsolicited contact by members of the school community is prohibited. Any community member who receives threatening or unwelcome communications should bring them to the attention of a teacher/administrator.

- Students may not create, send, access, or download material that is abusive, hateful, harassing, or sexually explicit.
- The creation of false online identities in order to mislead or cause malice is prohibited.
- When using social networking sites that identify a user as an ACE student, the student represents the ACE community and should not post anything compromising or that would impact the community negatively. Be aware that college admissions officers and employers often look at applicants' social networking sites.

Consequences for Violating the Technology Use Agreement

Any violation of this Student Technology Use Agreement should be reported immediately to the Principal, the Technology Department, or any member of the ACE staff. Students in violation of the ACE Student Technology Use Agreement will be subject to any of the following:

- Loss of technology privileges and access to the ACE networks
- School disciplinary action, including suspension or expulsion
- Legal prosecution if in violation of applicable local, state, or federal laws

Title IX Policy for Staff and Students

Federal law, Title IX, State law and ACE Charter Schools' policy prohibit anyone at a school from discriminating against any student on the basis of sex, sexual orientation or gender. Males and females must be treated the same in all areas, including:

- Participation in athletics
- Enrollment in classes
- Counseling services
- Participation in extracurricular activities
- Treatment in the classroom
- Recognition and honors, special awards, scholarships
  Graduation activities

Title IX protects students from sexual harassment. This means that no student, teacher, administrative director or other employee can make unwelcome sexual advances, speak in a sexual manner to, or request sexual favors from students at school or at a school-sponsored event. If a parent or student believes that the student's rights under Title IX have been violated, there is a process to resolve the grievance. Students are encouraged to contact the Principal for further guidance and reporting procedures.

Student Engagement System

Teachers and all other school staff members are expected to provide students with clear directions, instructions, and models for appropriate school behavior allowing for a student to have teachable moments inside and outside the classroom. Our vision to Grow · Everyone · Every Day, as such, students are expected to monitor their own behavior as well as to be socially responsible and encourage other community members to do the same. Through Grow · Everyone · Every Day, restorative practice concepts, which have roots in "restorative justice" framework, a

different approach to student discipline that focuses on repairing the harm done to people and relationships rather than solely on punishing the student. The fundamental unifying theme of restorative practices is simple: that students are more cooperative and productive and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The most critical function of restorative practices is restoring and building relationships within the ACE community.

ACE Charter Schools student engagement system takes on a holistic approach, focusing both on student behavior and student academics. Teachers use Kickboard, a computer-based program to track and monitor student behavior and grades on a daily basis. At any given point in time, you and your child have the ability to know how s/he is doing behaviorally and academically.

Merit System: ACE Charter Schools has implemented a merit system, a system that is intended to reinforce students' positive behavior. All students can earn merits by demonstrating the school's Core Values. For example, merits can be earned in every class by:

- Initiating discussions in class with thoughtful questions;
- Demonstrating the core values of Pride, Respect and Ganas;
- Going above the expectations;
- Completing extra practice assignments; and
- Turning in signed weekly progress report cards.

Alternatively, students may lose merits (or earn demerits) if they fail to demonstrate the school's Core Values. As an added incentive for students, merits may be used to purchase items at the student store.

In addition to reinforcing positive behavior, the merit system is used as a means to communicate with the families about a student's classroom behavior and academic progress. Note, however, that this does not take the place of any other classroom management tool or student report cards.

Suspension and Expulsion Policies and Procedures: This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing 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 noncharter 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.

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 these policies and procedures are available upon request to 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.

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 any time 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.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is as 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 pre-initiation 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. (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. "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 acts 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.

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).

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.

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 expelled 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. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is as 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 pre-initiation 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 (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. "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 acts 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.

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).

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.

4. Non -Discretionary Expellable Offenses: Students must be expelled 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 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.

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.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with 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. 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 Administrative Panel 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 Pupil makes a written request for a public hearing 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 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 person or panel conducting the expulsion 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 person or panel 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 person or panel 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel 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 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 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, 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 Decision 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: Notice of the specific offense committed by the student; 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: a) The student's name 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.

L. Expelled Pupils/Alternative Education

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.

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 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 Principal, Executive Director, or designee shall make a recommendation to the Board following the meeting regarding his or her determination. 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 El Dorado County Charter School Special Education Local Plan Area (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.

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, 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. These 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 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 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) 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 team.

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.

Emergency Preparedness

ACE Charter School maintains a complete guide of health and safety procedures including immunizations, health screenings, administration of medication, a drug free and tobacco free campus and first aid and emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster. The health and safety guide is maintained onsite and is available for review on an ongoing basis.

Fire Drills/Natural Disasters: Posted in every room is a map detailing the evacuation protocol required. Students are to follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Students must not stop at the restrooms. They must proceed directly to the designated area and wait for instructions. Any student violating this procedure is jeopardizing the safety of our school and will face consequences including possible suspension. In the event of an emergency the school will contact you with information and/or instructions.

Telephone Use: Students may not use any school phone without permission from a teacher. Students will only be allowed to use the phone in case of emergency or to inform a parent/ guardian regarding a specific need. Students who use a phone without permission from a teacher will be subject to disciplinary procedures.

Procedures for Parent/Guardian Concerns

The following complaint procedure outlines the steps to be used by parents or guardians who have questions or concerns about the actions of another student, a teacher, staff member, or principal at ACE Charter Schools. We encourage families and staff to resolve problems collaboratively and respectfully. Teamwork, respect, and prompt resolution of conflicts are very important to ACE.

Resolution of concerns should always start with the person with whom you have a concern. If the problem or conflict is unresolved, it is essential that the school principal be included in the process of resolving concerns.

Step 1: Contact the teacher or staff member involved. Try to discuss over the phone or have a face-to-face conference at a time that is mutually agreeable. Remember that such meetings should not interfere with the teacher's instructional time nor disrupt order at the school.

Step 2: If the concern is not resolved in Step 1, contact the school principal. Be prepared to give details about the concern and steps that have been taken to resolve the problem. The principal and the complainant shall attempt to resolve the dispute informally.

Step 3: If the problem is not resolved informally, the school principal will set up a formal meeting to discuss the issue with the involved parties within 30 days. The principal shall consider all the facts and arrive at a resolution of the complaint.

Step 4: If the complainant is dissatisfied with the principal's decision, the complainant may petition the ACE Charter Schools' Director of Schools or Executive Director by calling or in writing.

Step 5: If the complainant is dissatisfied with the Director of Schools or Executive Directors decision, the complainant may petition the ACE Charter Schools' Board of Directors in writing, using the form attached. The Board will not get involved until steps 1 through 3 have been attempted.

Step 6: An Appeals Subcommittee of the Board of Directors shall review the complaint. After considering all the facts and circumstances, the Appeals Subcommittee shall determine how best to resolve the matter and send written confirmation of such resolution to the complainant. To reach such resolution, the Appeals Subcommittee, if deemed necessary, may (1) contact the complainant by phone to discuss the complaint; and/or (2) issue a request to meet with the complainant to discuss the complaint in person. The Appeals Subcommittee shall attempt to resolve the matter within 30 days of receipt of the complaint, and shall send the complainant written confirmation of the resolution.

Step 7: If the complainant is dissatisfied with the Appeals Subcommittee's decision, the complainant may petition the Board Chair in writing within 30 days of the Appeals Subcommittee's written resolution described in step 5. The Board Chair shall review the

complaint and send written confirmation of the resolution to the complainant within thirty days. The Chair's decision shall be final.

Phone Etiquette

Students and parents/guardians are encouraged to use the phone numbers of the instructional staff (including the Principal) for questions, concerns, or emergencies.

Phone Policy: ACE's phone policy is as follows:

1. Use the numbers for homework questions and emergencies only, unless otherwise instructed by the staff member.
2. At times, a teacher may request to return your call at another time or from a different phone. Please be flexible.
3. Teachers may be called during their office hours from 5pm-7pm Monday – Friday. If you need to contact any ACE staff member Saturday or Sunday, please leave a message, and he or she will return your phone call at their earliest convenience.
4. Staff members will be available during vacations at their own discretion. Students and families will be notified of teachers' availability prior to school breaks/vacations.
5. In case of an emergency, student may call the Principal, Assistant Principal, Director of Student Services or any other Administrative Staff.

Phone Expectations: When calling staff members, it is important that students and parents/guardians leave relevant information should the staff member not be available at that moment to answer the call. A sample voicemail message is provided below:

- Hello (name of staff member). My name is (first and last name).
- My phone number is (area code plus the phone number).
- I have a question about (…my homework, the assignment in math, the field trip, etc.).
- My question is: (…what is your question?).
- Again, my name is (first and last name) and my phone number is (area core plus the phone number).
- Thank you.

The staff member will return the call as soon as possible.

Please do not call repeatedly. Call only once and leave a message.

ACE EMPOWER ACADEMY ADMINISTRATIVE STAFF DIRECTORY

Last	First	Position	Email	Cell
Mia-Ramzan	Shangrila	Co- Principal	smia_ramzan@acecharter.org	(408)460-2763
Trinh	Vu Long	Co- Principal	vtrinh@acecharter.org	(408)396-9925
Orozco	Beatriz	Dean of Students	borozco@acecharter.org	

ACE MIDDLE SCHOOL FRANKLIN-MCKINLEY ADMINISTRATIVE STAFF DIRECTORY

Last	First	Position	Email	Cell
Torrico	Cesar	Principal	ctorrico@acecharter.org	(408)529-2081
Poston	Jarrett	Assistant Principal	jposton@acecharter.org	(408)420-5527
Solorio	Lorena	Dean of Students	lsolorio@acecharter.org	(408)508-2648

ACE CHARTER HIGH SCHOOL ADMINISTRATIVE STAFF DIRECTORY

Last	First	Position	Email	Cell
Worthy	Jahsve	Principal	jworthy@acecharter.org	(408)426-0820
Shah	Keyur	Assistant Principal	kshah@acecharter.org	(646)763-7834
Arellano	Jorge	Assistant Principal	jarellano@acecharter.org	(408)406-5907

ACE INSPIRE ACADEMY ADMINISTRATIVE STAFF DIRECTORY

Last	First	Position	Email	Cell
Miranda	Marcela	Principal	mmiranda@acecharter.org	(408)426-1290
Moreno	Edwin	Dean of Students	emoreno@acecharter.org	

Uniform Complaint Policy and Procedures

ACE Charter Schools (the "Charter School") policy is to comply with applicable state and federal laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination harassment, intimidation, or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any Charter School program or activity; and

2. Complaints of violations of state or federal law and regulations governing the following programs, including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, and Tobacco-Use Prevention Education.

3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

    a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

    b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

        i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular

activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

iv.

c. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Manager of Community Engagement or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Angelina Ramos
Director of Community Engagement
1100 Shasta Avenue
San Jose, CA 95126
408-295-6008

The Director of Community Engagement or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Manager of Community Engagement or designee.

Should a complaint be filed against the Director of Community Engagement, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Director of Community Engagement or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director of Community Engagement or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

  Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

  A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation, or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, and intimidation or bullying.

  Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

  Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

  The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

  The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

  A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

  The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

  Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

  The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The decision shall include:

  1. The findings of fact based on evidence gathered.

  2. The conclusion(s) of law.

  3. Disposition of the complaint.

  4. Rationale for such disposition.

  5. Corrective actions, if any are warranted.

  6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

  7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

  8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

  If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

<u>Appeals to the California Department of Education</u>

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the California Department of Education ("CDE") within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Manager of Community Engagement or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, and Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Special Education
- ☐ Pupil Fees
- ☐ Child Nutrition
- ☐ After School Education and Safety
- ☐ Consolidated Categorical Aid
- ☐ No Child Left Behind Programs
- ☐ Local Control Funding Formula
- ☐ Foster/Homeless Youth
- ☐ Tobacco-Use Prevention Education
- ☐ Lactating Pupils

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Angelina Ramos
Director of Community Engagement
1100 Shasta Avenue
San Jose, CA 95126
408-295-6008

2016-2017 Commitment to Success Contract

My signature below indicates that I understand and support all of the policies described in this handbook. I understand that if I do not meet the terms of the policies described herein, my student and I may be asked to withdraw from ACE Charter Schools.

PARENTS'/GUARDIANS' COMMITMENT
We fully commit to ACE CHARTER SCHOOLS and to our student's education in the following ways:
We will support and adhere to the school's attendance and tardy policy described herein.
We will support and adhere to the school's discipline policy described herein.
We will support and adhere to the school's homework policy described herein.
We will support and adhere to the school's uniform policy described herein.

Failure to adhere to these commitments can cause my child to lose various ACE CHARTER SCHOOLS privileges, and can lead to my student losing their spot at ACE CHARTER SCHOOLS.

_____	_____	_____
Parent/Guardian Name	Parent/Guardian Signature	Date
_____	_____	_____
Parent/Guardian Name	Parent/Guardian Signature	Date

STUDENTS' COMMITMENT
I fully commit to ACE CHARTER SCHOOLS and to my education in the following ways:
I will follow the school's attendance and tardy policy as described in this handbook and will come to school every day, on time, ready and willing to learn
I will follow the school's discipline policy as described in this handbook and I will demonstrate the core values of respect, pride, and ganas at all times around all students, staff, and other adults at ACE.
I will follow the school's homework policy as described in this handbook, and I will ask for help from my family, teachers, and other ACE staff when I need it
I will follow the school's uniform policy as described in this handbook and will demonstrate pride in my uniform at all times.

Failure to adhere to these commitments can cause me to lose various ACE CHARTER SCHOOLS privileges, and can lead to me losing my spot at ACE CHARTER SCHOOLS.

_____	_____	_____	_____
Student Name	Grade	Student Signature	Date

*Please sign and keep for your records.

2016-2017 Commitment to Success Contract

My signature below indicates that I understand and support all of the policies described in this handbook. I understand that if I do not meet the terms of the policies described herein, my student and I may be asked to withdraw from ACE Charter Schools.

PARENTS'/GUARDIANS' COMMITMENT
We fully commit to ACE CHARTER SCHOOLS and to our student's education in the following ways:
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We will support and adhere to the school's discipline policy described herein.
We will support and adhere to the school's homework policy described herein.
We will support and adhere to the school's uniform policy described herein.

Failure to adhere to these commitments can cause my child to lose various ACE CHARTER SCHOOLS privileges, and can lead to my student losing their spot at ACE CHARTER SCHOOLS.

_____	_____	_____
Parent/Guardian Name	Parent/Guardian Signature	Date
_____	_____	_____
Parent/Guardian Name	Parent/Guardian Signature	Date

STUDENTS' COMMITMENT
I fully commit to ACE CHARTER SCHOOLS and to my education in the following ways:
I will follow the school's attendance and tardy policy as described in this handbook and will come to school every day, on time, ready and willing to learn
I will follow the school's discipline policy as described in this handbook and I will demonstrate the core values of respect, pride, and ganas at all times around all students, staff, and other adults at ACE.
I will follow the school's homework policy as described in this handbook, and I will ask for help from my family, teachers, and other ACE staff when I need it
I will follow the school's uniform policy as described in this handbook and will demonstrate pride in my uniform at all times.

Failure to adhere to these commitments can cause me to lose various ACE CHARTER SCHOOLS privileges, and can lead to me losing my spot at ACE CHARTER SCHOOLS.

_____	_____	_____	_____
Student Name	Grade	Student Signature	Date

*Please sign and return to your homeroom teacher. Thank You.

ACE Charter Schools

Employee Handbook

2016-2017 AY

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I. Introduction

This Handbook summarizes the ACE Charter Schools' (hereinafter referred to as "ACE") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel-related questions, whether or not related to policies specifically addressed in this Handbook, please consult the Business Office. This Handbook is intended only as a guide to ACE's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, expressed or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, ACE reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only the Executive Director, with the written approval of the board of directors, may alter the at-will employment status of ACE employees.

Once you have reviewed this Handbook, please sign the two (2) employee acknowledgement forms at the end of this Handbook, keep one for your files and provide the other to the Business Office. This signed acknowledgement demonstrates to ACE that you have read, understand and agree to comply with the policies outlined in the Handbook.

II. Hiring Policies and Procedures

A. At-Will Employment

ACE is an at-will employer. This Handbook does not in any way reflect a modification to this policy and does not reflect a contract of employment, either express or implied, between you and ACE. Accordingly, either you or ACE may terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, ACE memoranda or other materials provided to any employee in connection with his/her employment shall require ACE to have "cause" or reason to terminate an employee or otherwise restrict ACE's right to terminate an employee at any time for any reason. No ACE representative is authorized to modify this policy for any employee, unless in writing, signed by the Executive Director and approved in writing by the Board of Directors.

B. Equal Employment Opportunity Policy

ACE is an equal opportunity employer. It is the policy of ACE to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, ACE will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. ACE then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. ACE will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

C. Immigration Compliance

ACE will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States.

ACE shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or

applicant exercised a right protected under applicable law.

If you have any questions or need more information on immigration compliance issues, please contact the Human Resources.

D. Employee Classification

ACE's employees are classified in the following categories: Exempt or non-exempt; full-time, part-time or temporary; eleven (11) month or twelve (12) month; and school-site or administrative.

Exempt

Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis and are not subject to overtime pay requirements.

Non-Exempt

Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. These employees are paid overtime wages for overtime worked in accordance with the law.

Full-Time Staff ("FTS")

FTS are those employees who are scheduled to work at least thirty (30) hours in a week. Three categories of FTS exist:

1) School-Year Staff ("SYS"): SYS hours per work year are defined by the ACE School Year Schedule, which defines teacher hours for the ACE year. This category generally includes all teachers and counselors, as well as some other school-site staff.

An employee in any other classification can be designated SYS. Those SYS employees' schedules must conform to requirements of school operations. Refer to the Section "Hours of Work, Overtime, and Attendance" for details.

2) School Site, Year-Round Staff ("SYRS"): SYRS typically work a twelve (12) month work year. This category includes all ACE Principals, Assistant Principals, Deans of Students, and other school-site staff as identified.

3) Year-Round Staff ("YRS"): YRS typically work a twelve (12) month work year. This category generally includes all ACE Central Office Staff, School Site Office Managers, and other staff as identified.

Part-Time Staff ("PTS")

Part-time employees are those employees who are scheduled to work less than thirty (30) hours in a week.

Temporary Employees

Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than six (6) months.

Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of ACE and are not eligible for benefits provided by ACE.

If you have any questions about your classification, please consult with your direct supervisor.

E. Relationships Between Employees

While ACE's policies do not permit discrimination based on an individual's marital status, an employee's relationship to another ACE employee, or his or her lawful off-duty conduct, can create conflicts of interest requiring ACE to take the relationship or conduct into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with subordinate employees and situations of favoritism.

A supervisor should avoid forming special social relationships with, or dating, employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such a relationship arises, both employees should notify ACE so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

ACE reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of ACE, or if the relationships create an actual or perceived conflict of interest or favoritism.

F. Certification and Licensure of Instructional Staff

Each of ACE's core academic teachers shall be required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold and shall be required to meet certain federal requirements related to subject-matter expertise in order to meet federal No Child Left Behind ("NCLB") requirements for "highly qualified teachers." Paraprofessional staff may also be required to document that they meet federal requirements for paraprofessional staff.

It is the responsibility of all instructional staff, including teachers and paraprofessionals, to provide and maintain such certificates, permits or other documentation to Human Resources no later than the close of business before the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to the hiring Principal. Staff who are required to meet state and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at ACE.

G. Tuberculosis Testing

All ACE employees must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with ACE and the cost of the exam will be borne by the applicant.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

H. Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at ACE include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with ACE, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to their manager.

III. General Workplace Policies

A. Prohibition of Harassment and Protection Against Retaliation

1. Policy Prohibiting Unlawful Harassment

ACE is committed to providing a work and educational atmosphere that is free of unlawful harassment. ACE's policy prohibits unlawful harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. ACE will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which ACE does business. This policy applies to all employee actions and relationships, regardless of position or gender. ACE will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

<u>Prohibited Unlawful Harassment</u>

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

<u>Prohibited Unlawful Sexual Harassment</u>

ACE is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include the prevention of abusive conduct in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests, including but not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Other staff will receive sexual

harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Head of School. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive

list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate ACE policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint, or reporting harassment.

ACE will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. ACE is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

B. Whistleblower Policy

ACE requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within ACE. As representatives of ACE, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that ACE has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of ACE have a responsibility to report any action or suspected action taken within ACE that is illegal, unethical or violates any adopted policy of ACE, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to ACE or any individual at ACE and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who ACE believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

C. Retaliation Policy

ACE prohibits any person from being demoted, suspended, having his or her hours reduced, being denied equal consideration in employment decisions, or otherwise denied any employment benefit because that individual has opposed any ACE practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Commission or Department or their staff against ACE. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under ACE's retaliation policy include seeking advice from a state or

federal administrative agency; filing a complaint with a state or federal administrative agency, irrespective of whether the complaint is actually sustained; and opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law.

Nothing in this policy shall be construed to prevent ACE from enforcing reasonable disciplinary policies and practices, taking appropriate action in response to employee conduct not undertaken in good faith, or from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

D. Workplace Violence

ACE takes the safety and security of its employees seriously. ACE does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect ACE or that occur, or are likely to occur, on ACE property. You should report any act or threat of violence immediately to your immediate supervisor, ACE Principal, or the Executive Director.

E. Open Door Policy

ACE wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, ACE or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact your direct supervisor with your questions or concerns. If the situation is not resolved to your satisfaction, please contact the Director of Schools or the Business Office, preferably in writing, who will further investigate the issue.

F. Drug- and Alcohol-Free Workplace

ACE is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other ACE stakeholders.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

G. Smoking

All ACE buildings and facilities are non-smoking facilities. The Board prohibits the use of tobacco products at any time in school buildings, on school property, and in school vehicles. This prohibition applies to all employees, students, and visitors at any ACE-sponsored instructional program, activity, or athletic event held on or off school property.

H. Health, Safety and Security Policies

ACE is committed to providing and maintaining a healthy and safe work environment for all employees.

Accordingly, ACE has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by Business Office and is available for your review.

You are required to know and comply with ACE's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, ACE will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

ACE has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees and students, depends upon the alertness and sensitivity of every individual.

I. School Property Inspections

ACE is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, ACE provides property and facilities to its employees to carry out business on behalf of ACE. Accordingly, employees do not have a reasonable expectation of privacy when using any ACE property or facilities. In accordance with these policies, all ACE facilities and property, including all items contained therein, may be inspected by ACE at any time, with or without prior notice to the employee. ACE property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices. ACE also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on ACE property or premises. ACE reserves the right to deny entry to any person who refuses to cooperate with any inspections by ACE. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

J. Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against ACE's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non-work time, (e.g., paid breaks, lunch periods or other such non-work periods) is permissible. Entry on ACE premises by non-employees is not permitted, unless related to official ACE business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

K. Use of School Communication Equipment and Technology

1. Equipment

All ACE-owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, Internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of ACE and are provided to the employee to carry out business on behalf of ACE, unless previously authorized for non-business use or consistent with the guidelines below for non-business usage of the Internet. Employees have no expectation of privacy in any communications made using ACE owned equipment and technology. Communications (including any attached message or data) made using ACE owned communications equipment and technology are subject to review, inspection and monitoring by ACE.

Additionally, ACE uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting internet browsers to block access to adult sites, using a filtering system that will filter all internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with ACE's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized ACE employees. Therefore, employees are required to provide to their direct supervisor and the Business Office all passwords used in connection with ACE's communications equipment and technology any time the employee's passwords are created or changed. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Technology Use Agreement. Employees who do not safeguard their passwords from unauthorized student use, or allow a student to access computers in violation of the Student Technology Use Agreement, will be subject to discipline, up to and including termination.

All ACE technology equipment will be used appropriately; staff and students will not damage, deface or dismantle technology equipment. Computer labs and common work areas will be kept clean. Food and beverages are prohibited in labs or while using school technology equipment. Staff and students will not attempt to deliberately spread viruses or disrupt ACE wireless or computer networks by any other means. Technology resources provided by ACE will not be wasted, abused, or monopolized. "Surfing" the Internet, or excessive downloading of files results in congestion on the ACE network, which slows it down for other users, is also prohibited.

2. Web Access and the Internet

The Internet is made available for business purposes. Non-business use of the Internet is permitted as a privilege to ACE personnel. ACE's Internet capability may be used by ACE personnel for non-business purposes to the extent it is reasonably judged by ACE management to not interfere with the business operation or good name of ACE. Examples of inappropriate activities are surfing the Internet during normal work times, slowing or making unavailable to others ACE's network bandwidth, distracting others with non-business emails, threatening ACE's reputation or standing in the community by displaying inappropriate website material. This list is not exhaustive and is intended only to provide examples of the types of conduct that will not be tolerated by ACE. If an employee has questions about the appropriate

use of ACE's Internet capability, clarification should be sought from the employee's immediate supervisor, or the Business Office.

The e-mail system and Internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and Internet access is not to be used in any manner that is against the policies of ACE, contrary to the best interest of ACE or for personal gain or profit of the employee against the interests of ACE. Employees must not use ACE's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding employees or students.

All employees using the Internet through ACE's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use ACE's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

Employees should not attempt to gain access to another employee's e-mail files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using his/her ACE-issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use. Questions regarding this policy may be directed to an employee's immediate supervisor, or the Business Office.

L. Employee Blogs and Social Media

If an employee decides to keep a personal blog or use social media to discusses any aspect of his/her workplace activities, the following restrictions apply:

- ACE equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of ACE;
- Employees may not use ACE's logos, trademarks and/or copyrighted material and are not authorized to speak on ACE's behalf;
- Employees are not authorized to publish any confidential information maintained by ACE;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing ACE, the employee's supervisors, co- workers and competitors; and
- Employees must comply with all ACE policies, including, but not limited to, rules against unlawful harassment and retaliation.

ACE reserves the right to take disciplinary action against any employee whose blog/social media activity violates this or other ACE policies.

M. News Media Contacts

Employees may be approached for interviews or comments by the news media. If you are approached by the news media, please refer all news media contacts/news reporters to the Executive Director. Employees may not speak to the news media without the prior written consent of the Executive Director or the Community Engagement Manager.

N. Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by ACE. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and ACE disclaims any and all liability arising out of the employee's participation in these activities.

O. Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep ACE advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable ACE to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of an ACE representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. A request for information contained in the personnel file must be directed to your immediate supervisor and the Business Office.

ACE will restrict disclosure of your personnel file to authorized individuals within ACE. Only your immediate supervisor and the Business Office is authorized to release information about current or former employees. ACE will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

P. Volunteers

Volunteers are welcome at ACE. As applicable, volunteers must be fingerprinted and have clearance from the California Department of Justice and Federal Bureau of Investigation through a criminal history background check before volunteering.

All volunteers must be supervised by an appropriate staff member. In addition, to ensure that the volunteer's time is enjoyable and to ensure that the volunteer is meeting the needs of the school, an appropriate staff member shall provide the volunteer with an orientation.

All volunteers must check in at the office each time they come to campus to volunteer.

Q. Summer School (High School Only)

The High School may offer summer school. Credentialed teachers who work during summer school shall be paid for credentialed service, minus applicable withholdings (including CalSTRS/CalPERS). Hourly employees shall be compensated at their regular hourly rate. All summer staff will be given one (1) paid sick day that cannot be paid out or carried over to the next school year if not used.

IV. Hours of Work, Overtime and Attendance

A. Work Hours and Schedules

ACE's normal working hours are defined by the ACE Charter Schools Work Calendar Schedule, which is available through the ACE Business office. School-Year Staff ("SYS") are expected to be at school every work day at least thirty (30) minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other administrative staff, including the ACE Office Manager, may be required to be on campus earlier because of their specific job responsibilities.

Unless otherwise directed, teachers are expected to be at school until at least thirty (30) minutes after classes/school ends (excluding the afterschool program). Meetings, committees, tutoring, parent conferences or lesson preparation may require additional time at school. All other staff, including Business Office Staff and administrators, are expected to be at the school (or the ACE Business Office) thirty (30) minutes after classes are dismissed, although later hours may be needed.

<u>Holidays 2016-2017</u>

ACE observes the following twelve (12) Holidays for all staff:

- Monday, July 4 – Independence Day
- Tuesday, July 5 - Independence Day Observed
- Monday, September 5 - Labor Day
- Friday, November 11 - Veterans Day
- Wednesday, November 23 – Thanksgiving Break
- Thursday, November 24 - Thanksgiving Day
- Friday, November 25 - Thanksgiving Break
- Monday, December 26– Christmas Day Observed
- Monday, January 2 - New Year's Day Observed
- Monday, January 16 - Martin Luther King, Jr. Day
- Monday, February 20 - Presidents' Day
- Monday, May 29 - Memorial Day

To be eligible for holiday pay, a non-exempt employee must be regularly scheduled to work on the day on which the holiday is observed and must work his or her regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by the non-exempt employee's immediate supervisor or the ACE Principal.

Other days during the school year, such as days during the School's calendared breaks, shall be unpaid time for all non-exempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Principal. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal time off, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay. On School Site Closure days, not Holidays, hourly employees that are Year

Round Staff (YRS) may get approved to work by their manager or submit a request for vacation in order to get compensated for that time. Please refer to the Holiday Calendar for reference on what days are School Site Closure Days.

School Year Staff ("SYS") Full and Part-Time Employee Work Schedule Detail

The hours and days SYS work annually is determined in accordance with the ACE Instructional Calendar. The number of days and hours part-time employees work annually is determined in accordance with the ACE Instructional Calendar in combination with schedules and direction provided by the part-time employee's manager.

Schedule During Summer Months

There will be days during the summer when staff members will be expected to work. All staff members will be notified well in advance which days during the summer they will need to work. This notification will be part of the routine school year scheduling process. Exceptions to working summer schedules must be approved in advance by the ACE site Principal. Failure to work without an approved absence may result in an employee receiving an attendance infraction.

Year-Round Staff ("YRS") Employee Work Schedule

YRS like ACE Office Managers and all ACE Central Office staff are expected to work year-round with the exception of the twelve (12) ACE holiday days, sick leave days and vacation.

B. Overtime

ACE follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, ACE's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. You will be informed when you are required to work overtime hours. All overtime hours worked must be preauthorized in writing by your immediate supervisor.

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

C. Make-up Time

You may request in writing that you be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make-up work may only be performed in the same workweek in which the work time was lost and must not exceed ten (10) hours of work in one (1) day or forty (40) hours of work in one week. You shall provide a signed written request for each occasion that you make a request to make up work time, and authorization is at the option of ACE. Make-up time is not encouraged.

D. Work Breaks

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and ACE mutually consent to the waiver.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Please note that employees working more than 10 hours in a day are entiled to a third rest break. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may not leave the premises during rest periods but may leave the premises during the meal period.

E. Pay Days

Paydays are scheduled per the Payroll Processing Schedule, available through the ACE Business Office. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

You should promptly notify your immediate supervisor and the Business Office if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

F. Payroll Withholdings

As required by law, ACE shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

Federal Income Tax Withholding

The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding

The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA)

The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by ACE.

State Disability Insurance (SDI)

This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask your immediate supervisor or the Business Office to explain them to you. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to ACE's Business Office.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in preparation of income tax returns. The W-2 shows total wages, taxes withheld, and certain benefit information.

ACE offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

G. Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with your immediate supervisor. If it is not possible to arrange your absence or tardiness in advance, you must notify your immediate supervisor no later than one hour before the start of your workday. If you are a teacher, the Office Manager for your school will arrange for a substitute if your time off is pre-approved. Substitute arrangements for teachers who call in their absence at least an hour in advance will need to be worked out with the designated school site administrator. If you are absent from work longer than one (1) day, you are expected to keep your immediate supervisor sufficiently informed of your situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to your immediate supervisor will lead to disciplinary action, up to and including termination.

If you fail to come to work for three (3) consecutive work days without authorization, ACE will presume that you have voluntarily terminated your position with ACE at the close of business of the third missed day.

H. Time Records

Time records must be accurately kept and reflect all regular hours and overtime hours worked and meal periods taken by non-exempt employees. StratusTime timekeeping system, or such other timekeeping system designated, is the online time records system we use to manage all non-exempt employee work hours. All non-exempt employees are required to log their hours when they arrive to work, when they go on meal breaks and when they leave work on a daily basis. At the end of every pay period all non-exempt employees should verify and attest to the truth of the information contained therein, then submit for review by their immediate supervisor. Failure to submit hours on a regular basis can result in termination. All absences, tardiness and overtime must be accurately reflected on the time record. All employees must log all hours reported as sick though the online system, as well as via the Time Off Request form.

I. Mandatory Training and Meetings

ACE will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular work hours.

All mandatory trainings, lectures and meetings will be identified as such. ACE will not pay non-exempt employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture or meeting, please contact your immediate supervisor before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular work hours on their time records.

V. Standards of Conduct

A. Personal Appearance

Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well-groomed and within professionally accepted standards suitable for the employee's position. Employees must wear shoes at all times. Your immediate supervisor will inform you of any specific dress requirements for your position. Each school site leader will be responsible in making sure that staff respect the personal appearance standards. Staff who wear any of the prohibited items below may be asked to correct their appearance immediately:

- Skirts and shorts that are more than two (2) inches above the knee
- Pants that are frayed or cut and show skin
- Tops with straps smaller than two (2) inches wide
- Clothing that shows excessive amounts of cleavage, undergarments and midriff
- Excessively form fitting clothing
- Flip-flops

B. Rules of Employee Conduct

The following conduct is prohibited and will not be tolerated by ACE. This list of prohibited conduct is illustrative only and applies to all employees of ACE; other types of conduct that threaten security, personal safety, employee welfare and ACE operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of ACE. If an employee is working under a contract with ACE which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1) Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2) Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3) Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on ACE property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4) Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of ACE property.
5) Fighting or instigating a fight on ACE premises.
6) Use of the drugs or alcohol in an illegal or other manner that could potentially harm ACE.
7) Using or possessing firearms, weapons or explosives of any kind on ACE premises.
8) Gambling on ACE Charter School premises.
9) Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10) Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11) Use of profane, abusive or threatening language in conversations with other employees and/or

intimidating or interfering with other employees.
12) Conducting excessive (as judged by management) personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13) Excessive absenteeism or tardiness, excused or unexcused.
14) Posting any notices on ACE premises without prior written approval of management, unless posting is on an ACE bulletin board designated for employee postings.
15) Immoral or indecent conduct.
16) Conviction of a criminal act.
17) Engaging in sabotage or espionage (industrial or otherwise).
18) Violations of the sexual harassment policy.
19) Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20) Sleeping during work hours.
21) Release of confidential information without authorization.
22) Any other conduct detrimental to other employees or ACE's interests or its efficient operations.
23) Refusal to speak to supervisors or other employees.
24) Dishonesty.
25) Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination shall be as specified in the contract.

C. Staff/Student Interactions

ACE recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to provide a safe learning environment.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of ACE staff:

1) Examples of PERMITTED actions (NOT corporal punishment)

   a) Stopping a student from fighting with another student;
   b) Preventing a pupil from committing an act of vandalism;
   c) Defending yourself from physical injury or assault by a student;
   d) Forcing a pupil to give up a weapon or dangerous object;
   e) Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
   f) Engaging in group calisthenics, team drills, or other physical education or voluntary recreational

activities.

2) Examples of PROHIBITED actions (corporal punishment)

   a) Hitting, shoving, pushing, or physically restraining a student as a means of control;
   b) Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
   c) Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.

(k) Informing the Executive Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

D. Off-Duty Conduct

While ACE does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with ACE's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect ACE or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects ACE's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by ACE, employees are expected to devote their energies to their jobs with ACE. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

1) Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at ACE.
2) Additional employment that creates a conflict of interest or is incompatible with the employee's position with ACE.
3) Additional employment that impairs or has a detrimental effect on the employee's work performance with ACE.
4) Additional employment that requires the employee to conduct work or related activities on ACE's property during the employer's working hours or using ACE's facilities and/or equipment; and
5) Additional employment that directly or indirectly competes with the business or the interests of ACE.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to ACE explaining the details of the additional employment. If the additional employment is authorized, ACE assumes no responsibility for it. ACE shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

E. Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties.

All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

F. Conflict of Interest

All employees must avoid situations involving actual or potential conflicts of interest. ACE has a written Conflict of Interest Code. Adherence to that Code is mandatory. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. Refer to the Code for specific guidance. If an actual or potential conflict is determined, ACE may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action, up to and including termination.

ACE considers an actual conflict of interest to exist if a manager hires or directly supervises close friends, spouses/partners, or family members. Therefore, ACE prohibits managers from hiring or directly supervising close friends, spouses/partners, or family members.

G. Child Neglect and Abuse Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

ACE will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

H. Expense Reimbursements

ACE will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of ACE business. In order to be eligible for reimbursement, employees must follow the protocol set forth in ACE's policy regarding employee expenditures, a copy of which may be obtained from their immediate

supervisor or the Business Office. The policy is included with the expense reimbursement form. In general, all expenses must have been previously approved in writing by their immediate supervisor or the Business Office. All reimbursement forms must be complete and submitted to your immediate supervisor no later than five (5) business days after the pre-approved purchases were made. Failure to submit reimbursement forms within five (5) business days of incurring the expense may result in disciplinary action. Please note that employees are responsible for any interest and late fees charged by their credit card company.

ACE shall reimburse employees for reasonable business travel expenses incurred while on assignment away from the normal work location. All business travel must have advance approval by the employee's direct supervisor. Mileage will be reimbursed at the IRS-approved rate. Generally, ACE does not reimburse for fuel.

VI. Employee Benefits

A. Benefits Eligibility

A new employee, irrespective of classification, is eligible for benefits starting on the first day of the month that occurs thirty (30) days or more after their hire date. For instance, a person hired on July 15, would be eligible for benefits on September 1. A person hired on July 1 would be eligible for benefits on August 1.

B. General Policies Regarding Leave

ACE staff must arrive at school, to class and to meetings on time every day. We strongly request that staff avoid absences on days preceding or following vacations or long weekends. Staff has an obligation to make sure their responsibilities are covered, including arranging substitutes and substitute plans, if they need to be absent from work.

1. Personal Time Off ("PTO")

<u>School-Year Staff ("SYS")</u>

Full-time SYS are entitled to four paid (4) PTO days (32 hours), in addition to days off when school is not in session (see below). The four (4) days (32 hours) will be available to the employee at the beginning of the school year. PTO days are not transferable between employees. SYS hired after the school year has begun are eligible for pro-rated PTO days based on a quarterly basis. Below are the number of vacation days granted if hired within the quarter listed:

- Four (4) days for start dates between July 1st and September 30th,
- Three (3) days for start date between October 1st and December 31st,
- Two (2) days for start date between January 1st and March 31st, and
- One (1) day for start date between April 1st and the last day of school.

SYS may accrue up to a maximum of eight (8) PTO days (64 hours). Once this cap is reached, no further PTO will accrue until some PTO is used. When some PTO is used, PTO will resume accrue the following school year. ACE does not grant compensation for any period of time during which the accrued PTO was at its cap. ACE encourages SYS to take PTO annually. A SYS employee whose employment terminates will be paid for unused accrued PTO days on a prorated basis, at the rate of pay in effect on the date of termination. SYS are not required to work the following school closure days: October break, Winter Break, Presidents' Week, and Spring Break and the summer break.

<u>SYS – Teachers on Special Assignment</u>

SYS – Teachers on Special Assignment are entitled to three (3) PTO days (24 hours), in addition to days off when school is not in session (see below). The three (3) days (or 24 hours) will be available to the employee at the beginning of the school year. PTO days are not transferable between employees. SYS – Teachers on Special Assignment hired after the school year has begun are eligible for pro-rated PTO. Below are the number of PTO days granted if hired within the month listed:

- Three (3) days for start dates between July 1st and October 31st ,

- Two (2) days for start dates between November 1st and February's Last day,
- One (1) day for start dates between March 1st and the Last Day of School.

SYS – Teachers on Special Assignment may accrue up to a maximum of six (6) PTO days (48 hours). Once this cap is reached, no further PTO will accrue until some vacation is used. When some PTO is used, PTO will resume accruing the following school year. ACE does not grant PTO compensation for any period of time during which the accrued PTO was at its cap. ACE encourages SYS – Teachers on Special Assignment to take PTO annually. A SYS – Teacher on Special Assignment employee whose employment terminates will be paid for unused accrued PTO days on a prorated basis, at the rate of pay in effect on the date of termination.*ACE does not accept nor send PTO to other schools/districts.

School Site, Year-Round Staff ("SYRS")

SYRS can earn up to five (5) vacation days (40 hours) annually. SYRS accrue .42 hours per month worked. A month worked included the minimum of one active working day in that month. Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence or termination of employment.

Employees may earn up to a maximum of ten (10) vacation days (80 hours). Once this cap is reached, no further vacation will accrue until some Vacation is used. When some vacation is used, vacation will resume accruing. ACE does not grant vacation compensation for any period of time during which the accrued vacation was at its cap. ACE encourages SYRS to take vacation annually. A SYRS employee whose employment terminates will be paid for unused accrued vacation days on a prorated basis, at the rate of pay in effect on the date of termination.

SYRS are not required to work the following school closure days: October break, Winter Break, Presidents' Week, and Spring Break and the summer break. Vacation days are not transferable between employees.

Year-Round Staff ("YRS")

YRS can earn up to twenty (20) vacation days (160 hours) per year of active service. YRS accrue vacation days on a monthly basis at the rate of 1.67 days per month. Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence or termination of employment.

YRS may accrue up to a maximum of forty (40) vacation days (320 hours). Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation will resume accruing. ACE does not grant vacation compensation for any period of time during which the accrued Vacation was at its cap. ACE encourages YRS to take vacation annually. A YRS employee whose employment terminates will be paid for unused accrued Vacation days on a pro-rated basis, at the rate of pay in effect on the date of termination. ACE does not accept nor send vacation accruals to other schools/districts.

2. Vacation Days

Vacation requests should be made at least two (2) weeks in advance and must be approved by the

employee's supervisor. When accrued, vacation days can be used in half day increments.

Staff may be required to use vacation time during extended School Year breaks (Winter Break, Spring Break, Summer Break). Note that there will be a CMO Shutdown between Christmas Day and New Year's Day. For any weekdays during this shutdown that are not legal holidays, CMO staff can use vacation days for such time off (or take such days as unpaid time off). Staff must complete an ACE Time Off Request Form detailing the number of Vacation Days that they are requesting off.

Vacation days are not transferable between employees.

3. Sick Leave

Paid sick leave is available to all ACE employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Eligible employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Finally, an eligible employee may take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Part-time employees will receive twenty-four (24) hours of sick leave at the beginning of each work year. Full-time staff — including SYS, SYRS, and YRS — will earn a total of eighty (80) hours of sick leave per year.

Unused, accrued sick leave for full-time staff, SYS, SYRS and YRS, carries over from year-to-year, subject to a maximum accrual cap of one-hundred sixty (160) hours. For all other eligible employees, unused sick leave does not carry over from year-to-year.

Sick leave must be taken by Part Time Hourly staff in increments of two (2) hours. Full Time Employees, including SYS, SYRS, and YRS can take sick leave in half day increments. All Employees are not allowed to draw against unearned/unaccrued sick leave. ACE does not pay employees in lieu of unused sick leave. ACE does not accept nor send Sick accruals to other schools or districts.

Sick leave may only be used for the purposes specified in this policy. Accordingly, ACE retains the right to request verification from a licensed health care provider for any absence due to illness or disability.

Employees must provide reasonable advance notification via a Time-Off Request Form if a need for paid sick leave is foreseeable. Further, employees should schedule medical appointments in a manner that does not interfere with their job duties whenever possible. If the need for paid sick leave is unforeseeable, the employee must provide notice, either orally or in writing, for the leave as soon as practicable. A doctor note is preferred and encouraged if employee misses more than 3 consecutive days.

C. Insurance Benefits

1. Health Insurance

Full-time employees are entitled to health insurance benefits in accordance with ACE's health insurance plan as set forth in the Summary Plan Description ("SPD"). ACE currently pays 100% of the premiums for medical, dental and vision coverage for all eligible employees. ACE pays 60% of the premiums for medical, dental and vision coverage for eligible dependents of eligible employees. Employee contributions will be deducted before tax from payroll. For the purposes of this policy, a "full-time employee" means an employee who works thirty (30) or more hours per week.

Unless otherwise mandated by law, employees on a leave of absence of more than thirty (30) days are responsible for selecting continuing health coverage and paying the premium for such coverage. ACE generally does not continue to pay premiums for health insurance coverage for employees on unpaid leaves of absence. Failure to timely request and pay for such coverage will result in the loss of coverage. ACE shall pay the cost of premiums for employee health insurance benefits during the summer months. However, employees should be advised that they shall reimburse ACE for their portion of dependent health insurance coverage, in the form of a payroll deduction, upon their return to work in August.

2. Disability Insurance

All employees are enrolled in California State Disability Insurance ("SDI"), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible due to work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Business Office.

3. Paid Family Leave

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program available through the Employment Development Department ("EDD"). Eligible employees are entitled to receive up to six (6) weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one (1) year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the Business Office. Please be advised that ACE has no involvement with benefit determinations made by the EDD. To learn more about such benefits, you may visit the EDD website at www.edd.ca.gov.

4. Industrial Injury Leave (Workers' Compensation)

ACE, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Business Office; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. ACE, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the ACE Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

5. COBRA Benefits

<u>Continuation of Medical and Dental</u>

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, EMPLOYEES OR THEIR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up

to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months if an employee is disabled at the time of termination or reduction in hours if the employee meets certain requirements. This eighteen (18)-month period also may be extended if other events (such as a divorce or death) occur during the eighteen (18)-month period.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

ACE will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. ACE will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- ACE stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or

- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

D. Leaves of Absence

Under certain circumstances, ACE may grant leaves of absence to employees. Employees must submit requests for leaves of absence in writing to the Human Resources Department as far in advance as is practicable. While on leave, employees should occasionally keep in contact with their Manager and Human Resources, and must notify the Manager and Human Resources if the date to return to work changes. If an employee's leave expires and the employee fails to return to work without contacting the Manager and Human Resources, it will be presumed that the employee abandoned his/her position with ACE and employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her leave of absence, his/her employment may be terminated.

This Handbook summarizes leave that may be available to employees. Most leave policies have differing requirements for eligibility, duration, benefits, etc. Therefore, employees should contact the Business Office, to request specific information relating to a particular leave policy.

While out on a leave of absence, employees may not accept employment with another company or person unless agreed to in advance in writing by the ACE's Executive Director. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with ACE, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

Should an employee receive more compensation than he/she is due (as a result of a later return to work than expected or an earlier start date for his/her leave, for example), the employee shall reimburse ACE for the unearned wages received. Your pay/compensation is based on your 'employee classification' and the related work calendar which defines your total work days per year. A calculation is needed whenever there is an early term to adjust for actual days worked against days that may have already been paid. A calculation is needed whenever there is a late start to adjust for days included in the work calendar that were not worked.

1. Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) -month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

<u>Eligible Employees</u>

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period

immediately preceding commencement of the FMLA leave.

Reasons for Taking Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

    d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) -month period to provide said care.

4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Length of FMLA Leave

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12)month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3. The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave

period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

ACE may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act ("USERRA") shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Limitations on Reinstatement

1. ACE may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

2. Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

ACE shall provide continued health insurance coverage while an employee is on pregnancy disability leave

consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. ACE can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.

2. The employee's failure to return from leave is for a reason other than the following:

    - The employee is taking leave under the California Family Rights Act.

    - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.

    - There is a non-pregnancy related medical condition requiring further leave.

    - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Human Resources. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days or as soon of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically

advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

    a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

    b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

    A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with ACE policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other

employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

3. Medical Leave of Absence

At the discretion of Human Resources, an unpaid medical leave of absence may be granted to employees who are not eligible for other leaves. Human Resources can provide additional information on medical leaves of absence, and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage.

4. Personal Leave of Absence

ACE recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, Human Resources may grant employees unpaid leave of absences. Taking an unpaid personal leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage. Human Resources can provide additional information on personal leaves of absence.

5. Funeral/Bereavement Leave

Employees who have worked with ACE for more than twelve (12) months will be allowed up to five (5) consecutive days' paid leave to arrange and attend the funeral of an immediate family member. Full-time SYS, SYRS, and YRS staff members who have been employed with ACE for less than twelve (12) months may use up to five (5) consecutive days' of accrued sick leave to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse/domestic partner, parent, legal guardian, sibling, child, current parent-/sister-/brother-in-law, grandparent, or grandchild. The employee must notify his/her immediate supervisor as quickly as possible if he/she requires Funeral/Bereavement Leave.

If any employee requires more than five (5) days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted in the discretion of ACE. Absence for Bereavement/Funeral Leave will be noted on the employee's timecard.

6. Military Leave of Absence

ACE shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

ACE will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and

apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

ACE shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

7. Drug and Alcohol Rehabilitation Leave

ACE will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. ACE will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact Human Resources. ACE will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick and vacation time, if any, during the requested leave.

Nothing in this policy shall prohibit ACE from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

8. Time Off for Adult Literacy Programs

ACE will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but ACE will assist the employee by providing the locations of local literacy education programs. ACE may also arrange for a literacy education provider to visit ACE.

An employee who wishes to reveal a problem of illiteracy and request ACE assistance should contact or Human Resources. ACE will take all reasonable steps to safeguard the employee's privacy. Non-exempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

9. School Appearance and Activities Leave

As required by law, ACE will permit an employee who is a parent or guardian of school children, from kindergarten through grade twelve (12), or a child in a licensed day-care facility, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one parent or guardian is an employee of ACE, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

10. Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on Election Day for purposes of service. Please notify Human Resources of your commitment to act as election official as far in advance as possible.

11. Time Off for Jury and Witness Duty

ACE will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. ACE will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify Human Resources of your commitment to serve on a jury or as a witness as far in advance as possible.

12. Time Off for Victims of Crime

An Employee who is a victim of certain crimes (violent felonies, felony thefts and serious felonies as defined by law) or is a spouse/domestic partner or immediate family member of a victim, will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible, and documentation establishing the right to such time off may be requested. ACE will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify your immediate supervisor or Human Resources of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

13. Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert your immediate supervisor or the Business Office of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that ACE will have advance notice of the employee's potential need to leave ACE in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify Human Resources before leaving ACE's premises.

Employees who perform duties as a volunteer firefighter are entitled to a temporary leave of absence not to exceed an aggregate of fourteen (14) days per calendar year for the purpose of engaging in fire or law enforcement training. Employees must provide Human Resources with advance notice of any training.

14. Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two (2) days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact your immediate supervisor to request and schedule time off to vote.

15. Workers' Compensation Leave

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of ACE. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

E. Employee Referral Program

ACE is always looking for talented individuals to join the ACE team, and employees can help by referring candidates for open positions. Research has shown, and ACE's own experience supports, that new hires who come to our organization via an employee referral tend to be excellent contributors, stay with the organization longer, and are more cost effective to recruit. What's more, if an individual that an employee refers is hired by ACE, the Employee will be eligible to receive a substantial bonus (with some exceptions) as shown below.

Eligibility

All regular full-time and part-time active employees of ACE are eligible to make a referral for an **approved open position**. Members of CMO staff are ineligible to receive a referral bonus. Principals and Assistant Principals are ineligible to receive a bonus related to any candidate that they refer for a position that reports to their school site. They may, however, refer a candidate for positions at other ACE schools or the CMO and be eligible to receive the referral bonus if the candidate is hired and all other program conditions are met. Your referral will remain active for six (6) months from the date received by Human Resources. Subsequent to this six (6) month period, you will need to re-submit a previous candidate for consideration to be eligible for a referral bonus. If a referral is received from multiple employees (within a six (6) month period), the referral bonus will be awarded to whoever submitted the referral first. If the referred individual submits his/her resume to ACE directly or is submitted to ACE by another source, **PRIOR** to your referral, you will not be eligible for any referral bonuses. Employees may refer relatives, but no referral bonuses will be paid for the hiring of employees' relatives. Contractors and other non-employee positions are not referrals under this program. Past employees in any capacity whose employment with ACE ended within the past twelve (12) months, as well as current temporary contract employees, will not be considered eligible as an employee referral. To be eligible for a referral bonus, you must be a current employee at the time of referral and at the time of payout.

F. Tuition Reimbursement

ACE believes that learning is a lifelong endeavor and will support staff who return to school. As such, ACE shall reimburse eligible employees up to $2,000 annually for mission-aligned tuition costs. Full-time employees are eligible for tuition reimbursement. To be reimbursed, Employee shall receive advance

approval from his/her direct supervisor. Employees will receive the reimbursement upon completion of the course or program.

VII. Employment Evaluation and Separation

A. Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by your immediate supervisor. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, you initiative, your work attitude, and you attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of ACE and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that is has been presented to you, that you have discussed it with your immediate supervisor, and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship.

Newly hired employees may have their performance goals reviewed by their immediate supervisor within the first ninety (90) days of employment.

Failure to evaluate an employee shall in no way prevent ACE from disciplining or releasing an employee consistent with the at-will nature of employment.

B. Discipline and Involuntary Termination

All employees work for ACE on an at-will basis unless the employee has a written contract stating to the contrary. At-will employees may be released either with or without cause or advance notice. Violation of ACE's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. ACE's disciplinary system is informal and ACE may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense. Taking disciplinary action against an at-will employee short of release from employment will not alter the at-will nature of the employment.

C. Voluntary Termination

Either the employee or ACE may terminate the employment relationship at any time, with or without notice and with or without cause. While it is not required, ACE requests that employees electing to resign give as much advance notice as possible (preferably two (2) weeks) to allow ACE to plan for your departure. Note: Much of the language below applies to all terminations, voluntary and involuntary.

An exit interview will normally be scheduled on the last day of work with your immediate supervisor and the Business Office (or other senior manager as deemed appropriate). The purpose of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the

working environment at ACE. ACE appreciates receiving candid opinions of the employee's employment.

In the event of termination, your medical and dental coverage remain in effect until the end of the month of employment. According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with ACE or loss of eligibility to remain covered under our group medical insurance program, you and your eligible dependents may have the right to continued coverage under our medical insurance program for a limited period of time at your own expense. COBRA information will be provided to you on or before your final day of work, or mailed to your home address. For teachers who resign during the summer, the last day worked will be used as the last day of employment. COBRA eligibility for continued health coverage will begin the first day of the month following the last day worked.

Employees will receive distribution information regarding ACE retirement plans from the Business Office during the exit process.

All ACE-owned property, including computers, instructional materials, equipment, supplies, keys, identification badges, cell phones, and credit cards, must be returned to your direct supervisor immediately upon termination of employment.

If you have Direct Deposit, your final pay, including pay for any earned but unused vacation time, will be issued as a live check on your last day of employment. If you are not able to pick up your final paycheck in person, you can then request your check to be mailed to your last known address. It is your responsibility to notify ACE of any address, telephone or other changes in contact information. Please note that failure to submit changes in a timely manner may lead to a delay in you receiving your final paycheck, tax (W-2), and benefits information.

D. References

All requests for references and employment verifications must be promptly directed to the Business Office. When contacted for a reference or employment verification, ACE will only provide information concerning dates of employment and the title of the last position held. Other employees (outside the Business Office) may not provide any employment verifications or act as a reference for any other employees.

VIII. Internal Complaint Review

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints
(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

IX. ACKNOWLEDGEMENT OF HANDBOOK AND AT-WILL EMPLOYMENT

I acknowledge that I have received the 2015-2016 ACE Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of ACE's policies. I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between me and ACE.
- ACE is an at-will employer. I am free to terminate the employment relationship with ACE at any time; ACE, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, ACE may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and ACE for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that other than the Executive Director and ACE Board of Directors, no supervisor or representative of ACE has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at- will. I understand that only the Executive Director and ACE Board of Directors have the authority to make any such agreement and then only in writing signed by the Executive Director and ACE Board of Directors.

I further acknowledge that I received training regarding the prevention of bullying, the prevention of harassment, my obligations as a mandated reporter, fire and earthquake drills, and FERPA. I agree to abide by the principles that were explained in these trainings. I understand that if I have any questions that were not addressed in the trainings or if I encounter any problems, I can contact the Business Office.

I understand that this Handbook supersedes any prior Handbooks or policy manuals regarding employment with ACE that were issued by ACE. I understand that ACE may add to, modify, or delete any of the policies and procedures contained in the Employee Handbook from time to time.

School Site: _____

Employee's Name: _____

Employee's Signature: _____

Date: _____

Supervisors Signature: _____

Date: _____

APPENDIX A
HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

ACE will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

Received by:_____ Date: _____

APPENDIX B

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____ Date: _____

Appendix 12

Financial Documents

2018-2023 Budget

2018-2023 Budget Narrative

2015-16 Audit

ACE Esperanza (formerly ACE Franklin McKinley) Middle School - Projections Assumptions

		Renewal Year				
	0 2017-18	1 2018-19	2 2019-20	3 2020-21	4 2021-22	5 2022-23
ASSUMPTIONS						
Enrollment						
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
ADA %	96%	96%	96%	96%	96%	96%
ADA	293.2	320.6	336.0	343.7	348.5	351.4
LCFF Revenue Per ADA	$ 9,765.00	$ 9,898.50	$ 10,008.51	$ 10,134.55	$ 10,426.82	$ 10,609.28
Growth Rate	*1.6%*	*1.4%*	*1.1%*	*1.3%*	*2.9%*	*1.8%*
Other Revenue Per ADA						
- Title I/II	$ 408.80	$ 412.89	$ 417.02	$ 421.19	$ 425.40	$ 429.65
- Federal SpED	$ 125.00	$ 126.25	$ 127.51	$ 128.79	$ 130.08	$ 131.38
- State SpED	$ 508.03	$ 511.11	$ 514.22	$ 517.36	$ 520.54	$ 523.74
- SpED - MH2	$ 50.50	$ 51.01	$ 51.52	$ 52.03	$ 52.55	$ 53.08
- Lottery (Restr + Unrestr)	$ 194.00	$ 194.00	$ 194.00	$ 195.94	$ 197.90	$ 199.88

Staffing - FTEs						
- Teachers	15.0	16.0	16.0	17.0	17.0	17.0
- Classified Teacher	-	-	-	-	-	-
- Instructional Coach	1.0	1.0	1.0	1.0	1.0	1.0
- SpED Teachers	4.0	4.0	4.0	4.0	4.0	4.0
- SpED Paraprofessionals	1.0	1.0	1.0	1.0	1.8	1.8
- SpED Counselor	0.6	0.6	0.6	0.6	0.6	0.6
- Principal	1.0	1.0	1.0	1.0	1.0	1.0
- Co Assistant Principal	1.0	1.0	1.0	1.0	1.0	1.0
- Co Assistant Principal	1.0	1.0	1.0	1.0	1.0	1.0
- Community Outreach Manager	1.0	1.0	1.0	1.0	1.0	1.0
- Student Recruiter	0.8	0.8	0.8	0.8	0.8	0.8
- Discipline Clerk/Assistant to Dean	0.8	1.0	1.0	1.0	1.0	1.0
- Operations Coordinator	-	-	-	1.0	1.0	1.0
- Campus Supervisors	1.5	1.5	1.5	1.5	1.5	1.5
- Office Manager	1.0	1.0	1.0	1.0	1.0	1.0
- Office Assistants	1.0	1.0	1.0	1.0	1.0	1.0
- Food Service Administrators	1.5	1.5	1.5	1.5	1.5	1.5
- Other Support Staff	1.3	1.3	1.3	1.3	1.3	1.3
Total	33.4	34.7	34.7	36.7	37.4	37.4
Expense Assumptions						
Salary Increases (Except Teachers)	2%	3%	3%	3%	3%	3%
Benefits Rates						
- STRS Rates	14.43%	16.28%	18.13%	19.10%	19.10%	19.10%
- OASDI	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
- Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
- SUI	1.10%	1.10%	1.10%	1.10%	1.10%	1.10%
- WC	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Annual Medical Cost Inflation Rate	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%

ACE Esperanza Middle School - Income Statement Projections

		0 2017-18	Renewal Year 1 2018-19	2 2019-20	3 2020-21	4 2021-22	5 2022-23
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year	8011	$ 1,903,095	$ 2,124,114	$ 2,262,830	$ 2,357,870	$ 2,492,650	$ 2,577,363
EPA	8012	$ 58,637	$ 64,128	$ 67,200	$ 68,736	$ 69,696	$ 70,272
State Aid - Prior Years	8019	$ -	$ -	$ -	$ -	$ -	$ -
Charter Schools In Lieu Property Taxes	8096	$ 901,219	$ 985,613	$ 1,032,828	$ 1,056,435	$ 1,071,190	$ 1,080,043
Other Revenue Limit Transfers	8091, 8097	$ -	$ -	$ -	$ -	$ -	$ -
Total, Revenue Limit Sources		**$ 2,862,952**	**$ 3,173,855**	**$ 3,362,858**	**$ 3,483,041**	**$ 3,633,537**	**$ 3,727,678**
2. Federal Revenues							
No Child Left Behind	8290	$ 119,853	$ 132,388	$ 140,117	$ 144,753	$ 148,242	$ 150,962
Special Education - Federal	8181, 8182	$ 36,648	$ 40,481	$ 42,844	$ 44,262	$ 45,329	$ 46,160
Child Nutrition - Federal	8220	$ 179,214	$ 196,937	$ 208,448	$ 215,357	$ 220,562	$ 224,623
Other Federal Revenues	8110,8260-8299	$ -	$ -	$ -	$ -	$ -	$ -
Total, Federal Revenues		**$ 335,716**	**$ 369,806**	**$ 391,409**	**$ 404,372**	**$ 414,133**	**$ 421,745**
3. Other State Revenues							
Special Education - State	StateRevSE	$ 203,051	$ 218,148	$ 227,760	$ 233,219	$ 237,131	$ 240,009
All Other State Revenues	StateRevAO	$ 395,831	$ 379,204	$ 405,227	$ 418,633	$ 425,868	$ 430,753
Total, Other State Revenues		**$ 598,882**	**$ 597,352**	**$ 632,987**	**$ 651,852**	**$ 662,999**	**$ 670,762**
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	$ 235,000	$ 400,000	$ 460,000	$ 725,000	$ 675,000	$ 700,000
Total, Local Revenues		**$ 235,000**	**$ 400,000**	**$ 460,000**	**$ 725,000**	**$ 675,000**	**$ 700,000**
5. TOTAL REVENUES		**$ 4,032,549**	**$ 4,541,013**	**$ 4,847,254**	**$ 5,264,266**	**$ 5,385,668**	**$ 5,520,186**

B.	**EXPENDITURES**							
1.	Certificated Salaries							
	Certificated Teachers	1100	$ 1,094,080	$ 1,254,261	$ 1,307,567	$ 1,430,618	$ 1,491,062	$ 1,554,059
	Certificated Pupil Support	1200	$ 45,520	$ 48,292	$ 49,741	$ 51,233	$ 52,770	$ 54,353
	Certificated Supervisors & Administrators	1300	$ 269,000	$ 285,382	$ 293,944	$ 302,762	$ 311,845	$ 321,200
	Other Certificated Salaries	1900	$ -	$ -	$ -	$ -	$ -	$ -
	Total, Certificated Salaries		**$ 1,408,600**	**$ 1,587,936**	**$ 1,651,252**	**$ 1,784,613**	**$ 1,855,677**	**$ 1,929,612**
2.	Non-certificated Salaries							
	Non-certificated Instructional	2100	$ 28,368	$ 30,096	$ 30,998	$ 31,928	$ 57,551	$ 59,278
	Non-certificated Support	2200	$ 158,407	$ 177,661	$ 182,990	$ 188,480	$ 194,134	$ 199,958
	Non-certificated Supervisors & Administrators	2300	$ 85,700	$ 90,919	$ 93,647	$ 96,456	$ 99,350	$ 102,330
	Clerical and Office Salaries	2400	$ 97,890	$ 103,852	$ 106,967	$ 172,079	$ 177,241	$ 182,559
	Other Non-certificated Salaries	2900	$ -	$ -	$ -	$ -	$ -	$ -
	Total, Non-certificated Salaries		**$ 370,365**	**$ 402,527**	**$ 414,603**	**$ 488,944**	**$ 528,277**	**$ 544,125**
3.	Employee Benefits							
	STRS	3101-3102	$ 202,919	$ 253,649	$ 290,946	$ 309,532	$ 314,175	$ 318,888
	PERS	3201-3202	$ -	$ -	$ -	$ -	$ -	$ -
	OASDI / Medicare / Alternative	3301-3302	$ 49,628	$ 53,385	$ 54,986	$ 61,843	$ 65,462	$ 67,301
	Health and Welfare Benefits	3401-3402	$ 249,368	$ 269,251	$ 285,406	$ 323,503	$ 342,914	$ 363,488
	Unemployment Insurance	3501-3502	$ 9,195	$ 9,803	$ 10,097	$ 11,037	$ 11,492	$ 11,837
	Workers' Compensation Insurance	3601-3602	$ 18,390	$ 19,606	$ 20,194	$ 22,075	$ 22,984	$ 23,673
	OPEB, Allocated	3701-3702	$ -	$ -	$ -	$ -	$ -	$ -
	OPEB, Active Employees	3751-3752	$ -	$ -	$ -	$ -	$ -	$ -
	Other Employee Benefits	3901-3902	$ 14,815	$ 15,177	$ 15,177	$ 17,377	$ 18,228	$ 18,228
	Total, Employee Benefits		**$ 544,314**	**$ 620,870**	**$ 676,807**	**$ 745,367**	**$ 775,255**	**$ 803,415**
4.	Books and Supplies							
	Approved Textbooks and Core Curricula Materials	4100	$ -	$ -	$ -	$ -	$ -	$ -
	Books and Other Reference Materials	4200	$ 50,000	$ 30,000	$ 30,000	$ 30,000	$ 30,000	$ 30,000
	Materials and Supplies	4300	$ 70,000	$ 60,000	$ 60,000	$ 60,000	$ 60,000	$ 60,000
	Noncapitalized Equipment	4400	$ 36,800	$ 59,219	$ 59,527	$ 54,785	$ 57,964	$ 58,035
	Food	4700	$ 201,147	$ 221,038	$ 233,956	$ 241,710	$ 247,551	$ 252,107
	Total, Books and Supplies		**$ 357,947**	**$ 370,257**	**$ 383,483**	**$ 386,494**	**$ 395,515**	**$ 400,142**
5.	Services and Other Operating Expenditures							
	Subagreements for Services	5100	$ -	$ -	$ -	$ -	$ -	$ -
	Travel and Conferences	5200	$ 10,000	$ 18,000	$ 21,000	$ 22,000	$ 25,000	$ 25,000
	Dues and Memberships	5300	$ 2,000	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500
	Insurance	5400	$ 18,000	$ 21,000	$ 22,000	$ 23,000	$ 24,000	$ 27,514
	Operations and Housekeeping Services	5500	$ 49,000	$ 49,735	$ 50,481	$ 51,238	$ 52,007	$ 52,787
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	$ 385,013	$ 530,776	$ 670,712	$ 797,402	$ 765,531	$ 756,237
	Professional/Consulting Services & Operating Expend.	5800	$ 797,303	$ 855,009	$ 874,139	$ 887,291	$ 891,080	$ 901,321
	Communications	5900	$ 10,100	$ 11,000	$ 11,000	$ 11,000	$ 11,000	$ 11,000
	Total, Services and Other Operating Expenditures		**$ 1,271,416**	**$ 1,488,020**	**$ 1,651,832**	**$ 1,794,432**	**$ 1,771,118**	**$ 1,776,359**

6.	Capital Outlay *(Obj. 6100-6170, 6200-6500 for mod. accrual basis only)*							
	Sites and Improvements of Sites	6100-6170	$ -	$ -	$ -	$ -	$ -	$ -
	Buildings and Improvements of Buildings	6200	$ -	$ -	$ -	$ -	$ -	$ -
	Books and Media for New/Major Expansion School Libraries	6300	$ -	$ -	$ -	$ -	$ -	$ -
	Equipment	6400	$ -	$ -	$ -	$ -	$ -	$ -
	Equipment Replacement	6500	$ -	$ -	$ -	$ -	$ -	$ -
	Depreciation Expense (for full accrual only)	*6900*	$ -	$ -	$ -	$ -	$ -	$ -
	Total, Capital Outlay		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
7.	Other Outgo							
	Tuition to Other Schools	7110-7143	$ -	$ -				
	Transfers of Pass-through Revenues to Other LEAs	7211-7213	$ -	$ -				
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	$ -	$ -				
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	$ -	$ -				
	All Other Transfers	7281-7299	$ -	$ -				
	Debt Service:		$ -	$ -				
	Interest	7438	$ 500	$ 500	$ -	$ -	$ -	$ -
	Principal	7439	$ -	$ -	$ -	$ -	$ -	$ -
	Total, Other Outgo		**$ 500**	**$ 500**	**$ -**	**$ -**	**$ -**	**$ -**
8.	**TOTAL EXPENDITURES**		**$ 3,953,142**	**$ 4,470,109**	**$ 4,777,976**	**$ 5,199,850**	**$ 5,325,841**	**$ 5,453,653**
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		**$ 79,407**	**$ 70,904**	**$ 69,277**	**$ 64,415**	**$ 59,828**	**$ 66,533**
D.	**OTHER FINANCING SOURCES / USES**							
1.	Other Sources	8930-8979	$ -	$ -	$ -	$ -	$ -	$ -
2.	Less: Other Uses	7630-7699	$ -	$ -	$ -	$ -	$ -	$ -
3.	Contributions Between Unrestricted and Restricted Accounts *(must net to zero)*	8980-8999	$ -	$ -	$ -	$ -	$ -	$ -
4.	**TOTAL OTHER FINANCING SOURCES / USES**		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
E.	**NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)**		**$ 79,407**	**$ 70,904**	**$ 69,277**	**$ 64,415**	**$ 59,828**	**$ 66,533**
F.	**FUND BALANCE, RESERVES**							
1.	Beginning Fund Balance							
	a. As of July 1	9791	**$ 141,212**	**$ 220,619**	**$ 291,523**	**$ 360,800**	**$ 425,216**	**$ 485,043**
	b. Adjustments to Beginning Balance	9793, 9795	$ -	$ -	$ -	$ -	$ -	$ -
	c. Adjusted Beginning Balance		$ -	$ -	$ -	$ -	$ -	$ -
2.	Ending Fund Balance, June 30		**$ 220,619**	**$ 291,523**	**$ 360,800**	**$ 425,216**	**$ 485,043**	**$ 551,576**

ACE Esperanza Middle School - Balance Sheet Projections

	-1 2016-17	0 2017-18	Renewal Year 1 2018-19	2 2019-20	3 2020-21	4 2021-22	5 2022-23
Cash In Bank	$ 168,978	$ 45,840	$ 98,118	$ 160,078	$ 217,586	$ 268,793	$ 277,699
Accounts Receivable - Due From Gov	$ 220,361	$ 319,909	$ 339,528	$ 358,466	$ 368,745	$ 375,500	$ 380,255
Intercompany Receivables	$ 165	$ -	$ -	$ -	$ -	$ -	$ -
Prepaid Expenses & Deposits	$ 82,284	$ 32,284	$ 32,284	$ 32,284	$ 32,284	$ 32,284	$ 32,284
Current Assets	$ 471,788	$ 398,033	$ 469,930	$ 550,828	$ 618,614	$ 676,577	$ 690,238
Net Property & Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Assets	$ 471,788	$ 398,033	$ 469,930	$ 550,828	$ 618,614	$ 676,577	$ 690,238
Accounts Payable & Accrued Liabilities	$ 212,538	$ 127,414	$ 178,406	$ 190,027	$ 193,399	$ 191,533	$ 138,662
Intercompany Payables	$ 18,196	$ -	$ -	$ -	$ -	$ -	$ -
ST Loan Payable	$ 49,842	$ -	$ -	$ -	$ -	$ -	$ -
Current Liabilities	$ 280,576	$ 127,414	$ 178,406	$ 190,027	$ 193,399	$ 191,533	$ 138,662
LT Loan Payable - CDE Revolver	$ 50,000	$ 50,000	$ -	$ -	$ -	$ -	$ -
SFF PRI Loan	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Liabilities	$ 330,576	$ 177,414	$ 178,406	$ 190,027	$ 193,399	$ 191,533	$ 138,662
Beginning Net Assets	$ 91,009	$ 141,212	$ 220,619	$ 291,523	$ 360,800	$ 425,216	$ 485,043
Add: Net Income/(Loss)	$ 50,203	$ 79,407	$ 70,904	$ 69,277	$ 64,415	$ 59,828	$ 66,533
Ending Net Assets	$ 141,212	$ 220,619	$ 291,523	$ 360,800	$ 425,216	$ 485,043	$ 551,576
Total Liabilities & Net Assets	$ 471,788	$ 398,033	$ 469,930	$ 550,828	$ 618,614	$ 676,577	$ 690,238
Balance Sheet Check	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Cash Flow Check	$ -	$ -	$ -	$ -	$ -	$ -	$ -

ACE Esperanza Middle School - Cash Flow Projections

			0 2017-18	Renewal Year 1 2018-19	2 2019-20	3 2020-21	4 2021-22	5 2022-23
A.	BEGINNING CASH	9110	$ 168,978	$ 45,840	$ 98,118	$ 160,078	$ 217,586	$ 268,793
B.	RECEIPTS							
	LCFF Sources							
	State Aid, EPA	8011-8019	$ 1,961,732	$ 2,188,242	$ 2,330,030	$ 2,426,606	$ 2,562,346	$ 2,647,635
	In Lieu Property Taxes	8096	$ 901,219	$ 985,613	$ 1,032,828	$ 1,056,435	$ 1,071,190	$ 1,080,043
	Other LCFF/Revenue Limit Transfers	8091, 8097	$ -	$ -	$ -	$ -	$ -	$ -
	Federal Revenue	8100-8299	$ 335,716	$ 369,806	$ 391,409	$ 404,372	$ 414,133	$ 421,745
	Other State Revenue	8300-8599	$ 598,882	$ 597,352	$ 632,987	$ 651,852	$ 662,999	$ 670,762
	Other Local Revenue	8600-8799	$ 235,000	$ 400,000	$ 460,000	$ 725,000	$ 675,000	$ 700,000
	All Other Financing Sources	8930-8979	$ 450,000	$ 450,000	$ 500,000	$ 425,000	$ 375,000	$ 525,000
	Other Receipts/Non-Revenue		$ -	$ -	$ -	$ -	$ -	$ -
	TOTAL RECEIPTS		$ 4,482,549	$ 4,991,013	$ 5,347,254	$ 5,689,266	$ 5,760,668	$ 6,045,186
C.	DISBURSEMENTS							
	Certificated Salaries	1000-1999	$ 1,408,600	$ 1,587,936	$ 1,651,252	$ 1,784,613	$ 1,855,677	$ 1,929,612
	Classified Salaries	2000-2999	$ 370,365	$ 402,527	$ 414,603	$ 488,944	$ 528,277	$ 544,125
	Employee Benefits	3000-3999	$ 544,314	$ 620,870	$ 676,807	$ 745,367	$ 775,255	$ 803,415
	Books and Supplies	4000-4999	$ 357,947	$ 370,257	$ 383,483	$ 386,494	$ 395,515	$ 400,142
	Services and Operating Expenditures	5000-5999	$ 1,271,416	$ 1,488,020	$ 1,651,832	$ 1,794,432	$ 1,771,118	$ 1,776,359
	Capital Outlay	6000-6999	$ -	$ -	$ -	$ -	$ -	$ -
	Other Outgo	7000-7499	$ 500	$ 500	$ -	$ -	$ -	$ 525,000
	All Other Financing Uses	7630-7699	$ 499,998	$ 500,000	$ 500,000	$ 425,000	$ 375,000	$ -
	Other Disbursements/Non Expenditures		$ -	$ -	$ -	$ -	$ -	$ -
	TOTAL DISBURSEMENTS		$ 4,453,140	$ 4,970,109	$ 5,277,976	$ 5,624,850	$ 5,700,841	$ 5,978,653
D.	PRIOR YEAR TRANSACTIONS, Other							
	Accounts Receivable	9200-9399	$ 220,526	$ 319,909	$ 339,528	$ 358,466	$ 368,745	$ 375,500
	Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650	$ (205,734)	$ (127,570)	$ (153,562)	$ (140,183)	$ (143,555)	$ (141,689)
	TOTAL PRIOR YEAR TRANSACTIONS, Other		$ 14,792	$ 192,339	$ 185,966	$ 218,283	$ 225,190	$ 233,811
E.	NET INCREASE/DECREASE (B - C + D)		$ 44,201	$ 213,243	$ 255,243	$ 282,699	$ 285,018	$ 300,343
F.	ENDING CASH (A + E)		$ 45,840	$ 98,118	$ 160,078	$ 217,586	$ 268,793	$ 277,699
G.	ENDING CASH, PLUS ACCRUALS		$ 213,179	$ 259,084	$ 353,361	$ 442,776	$ 502,604	$ 569,137

ACE Esperanza Middle School - Cash Flow Projections

		0	Renewal Year 1													Renewal Year 1	2	3	4	5
		2017-18	2018-19													2018-19	2019-20	2020-21	2021-22	2022-23
			July	August	September	October	November	December	January	February	March	April	May	June	Accruals					
A. BEGINNING CASH	9110	$ 168,978	$ 45,840	$ 180,141	$ 14,257	$ 94,999	$ 122,772	$ 58,879	$ 67,643	$ 207,823	$ 130,238	$ 14,512	$ 138,866	$ 187,628		$ 45,840	$ 98,118	$ 160,078	$ 217,586	$ 268,793
B. RECEIPTS																				
LCFF Sources																				
State Aid, EPA	8011-8019	$ 1,961,732	$ 87,089	$ 87,089	$ 101,197	$ 159,309	$ 159,309	$ 173,417	$ 212,411	$ 212,411	$ 232,932	$ 212,411	$ 233,653	$ 317,015	$ -	$ 2,188,242	$ 2,330,030	$ 2,426,606	$ 2,562,346	$ 2,647,635
In Lieu Property Taxes	8096	$ 901,219	$ -	$ -	$ 85,077	$ 85,077	$ 85,077	$ 85,077	$ 85,077	$ -	$ -	$ 196,079	$ 118,274	$ 118,274	$ 127,600	$ 985,613	$ 1,032,828	$ 1,056,435	$ 1,071,190	$ 1,080,043
Other LCFF/Revenue Limit Transfers	8091, 8097	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Federal Revenue	8100-8299	$ 335,716	$ -	$ -	$ 14,806	$ 14,806	$ 14,806	$ 41,211	$ 14,806	$ 14,806	$ 47,812	$ 30,954	$ 14,806	$ 47,812	$ 113,182	$ 369,806	$ 391,409	$ 404,372	$ 414,133	$ 421,745
Other State Revenue	8300-8599	$ 598,882	$ -	$ 14,180	$ 14,180	$ 14,180	$ 14,180	$ 14,180	$ 169,133	$ 17,452	$ 17,452	$ 175,678	$ 23,996	$ 23,996	$ 98,746	$ 597,352	$ 632,987	$ 651,852	$ 662,999	$ 670,762
Other Local Revenue	8600-8799	$ 235,000	$ -	$ -	$ 100,000	$ -	$ -	$ 100,000	$ -	$ -	$ 50,000	$ -	$ -	$ 150,000	$ -	$ 400,000	$ 460,000	$ 725,000	$ 675,000	$ 700,000
All Other Financing Sources	8930-8979	$ 450,000	$ 200,000	$ -	$ -	$ 100,000	$ -	$ -	$ -	$ 150,000	$ -	$ -	$ -	$ -	$ -	$ 450,000	$ 500,000	$ 425,000	$ 375,000	$ 525,000
Other Receipts/Non-Revenue		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL RECEIPTS		$ 4,482,549	$ 287,089	$ 101,268	$ 315,260	$ 373,371	$ 273,371	$ 413,884	$ 481,428	$ 394,669	$ 348,196	$ 615,122	$ 390,728	$ 657,097	$ 339,528	$ 4,991,013	$ 5,347,254	$ 5,689,266	$ 5,760,668	$ 6,045,186
C. DISBURSEMENTS																				
Certificated Salaries	1000-1999	$ 1,408,600	$ 90,519	$ 136,129	$ 136,129	$ 136,129	$ 136,129	$ 136,129	$ 136,129	$ 136,129	$ 136,129	$ 136,129	$ 136,129	$ 136,129	$ -	$ 1,587,936	$ 1,651,252	$ 1,784,613	$ 1,855,677	$ 1,929,612
Classified Salaries	2000-2999	$ 370,365	$ 33,544	$ 33,544	$ 33,544	$ 33,544	$ 33,544	$ 33,544	$ 33,544	$ 33,544	$ 33,544	$ 33,544	$ 33,544	$ 33,544	$ -	$ 402,527	$ 414,603	$ 488,944	$ 528,277	$ 544,125
Employee Benefits	3000-3999	$ 544,314	$ 43,461	$ 52,492	$ 52,492	$ 52,492	$ 52,492	$ 52,492	$ 52,492	$ 52,492	$ 52,492	$ 52,492	$ 52,492	$ 52,492	$ -	$ 620,870	$ 676,807	$ 745,367	$ 775,255	$ 803,415
Books and Supplies	4000-4999	$ 357,947	$ 11,108	$ 25,918	$ 55,539	$ 55,539	$ 55,539	$ 55,539	$ -	$ 18,513	$ 18,513	$ 37,026	$ 37,026	$ -	$ 0	$ 370,257	$ 383,483	$ 386,494	$ 395,515	$ 400,142
Services and Operating Expenditures	5000-5999	$ 1,271,416	$ 29,760	$ 44,641	$ 59,521	$ 59,521	$ 59,521	$ 119,042	$ 119,042	$ 223,203	$ 223,203	$ 223,203	$ 74,401	$ 74,401	$ 178,562	$ 1,488,020	$ 1,651,832	$ 1,794,432	$ 1,771,118	$ 1,776,359
Capital Outlay	6000-6999	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Outgo	7000-7499	$ 500	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ -	$ 500	$ -	$ -	$ -	$ 525,000
All Other Financing Uses	7630-7699	$ 499,998	$ -	$ 8,333	$ -	$ 8,333	$ -	$ 8,334	$ -	$ 8,333	$ -	$ 8,333	$ 8,334	$ 450,000	$ -	$ 500,000	$ 500,000	$ 425,000	$ 375,000	$ -
Other Disbursements/Non Expenditures		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL DISBURSEMENTS		$ 4,453,140	$ 208,434	$ 301,098	$ 337,265	$ 345,598	$ 337,265	$ 405,120	$ 341,248	$ 472,255	$ 463,922	$ 490,768	$ 341,967	$ 746,607	$ 178,562	$ 4,970,109	$ 5,277,976	$ 5,624,850	$ 5,700,841	$ 5,978,653
D. PRIOR YEAR TRANSACTIONS, Other																				
Accounts Receivable	9200-9399	$ 220,526	$ 116,674	$ 100,487	$ 102,748	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ 319,909	$ 339,528	$ 358,466	$ 368,745	$ 375,500
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650	$ (205,734)	$ (61,028)	$ (66,542)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ (127,570)	$ (153,562)	$ (140,183)	$ (143,555)	$ (141,689)
TOTAL PRIOR YEAR TRANSACTIONS, Other		$ 14,792	$ 55,646	$ 33,945	$ 102,748	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ 192,339	$ 185,966	$ 218,283	$ 225,190	$ 233,811
E. NET INCREASE/DECREASE (B - C + D)		$ 44,201	$ 134,301	$ (165,885)	$ 80,743	$ 27,773	$ (63,894)	$ 8,764	$ 140,181	$ (77,586)	$ (115,726)	$ 124,355	$ 48,762	$ (89,510)	$ 160,966	$ 213,243	$ 255,243	$ 282,699	$ 285,018	$ 300,343
F. ENDING CASH (A + E)		$ 45,840	$ 180,141	$ 14,257	$ 94,999	$ 122,772	$ 58,879	$ 67,643	$ 207,823	$ 130,238	$ 14,512	$ 138,866	$ 187,628	$ 98,118	$ 160,966	$ 98,118	$ 160,078	$ 217,586	$ 268,793	$ 277,699
G. ENDING CASH, PLUS ACCRUALS		$ 213,179												$ 259,084		$ 259,084	$ 353,361	$ 442,776	$ 502,604	$ 569,137

ACE Esperanza Middle School - Cash Flow Projections

		0 2017-18	Renewal Year 1 2018-19	2 2019-20														2 2019-20	3 2020-21	4 2021-22	5 2022-23
				July	August	September	October	November	December	January	February	March	April	May	June	Accruals					
A. BEGINNING CASH	9110	$ 168,978	$ 45,840	$ 98,118	$ 26,582	$ 41,035	$ 124,472	$ 56,878	$ 114,285	$ 23,350	$ 296,247	$ 231,135	$ 47,461	$ 179,662	$ 238,959		$ 98,118	$ 160,078	$ 217,586	$ 268,793
B. RECEIPTS																					
LCFF Sources																					
State Aid, EPA	8011-8019	$ 1,961,732	$ 2,188,242	$ 92,776	$ 92,776	$ 107,560	$ 169,712	$ 169,712	$ 184,496	$ 226,283	$ 226,283	$ 247,787	$ 226,283	$ 248,911	$ 337,450	$ -	$ 2,330,030	$ 2,426,606	$ 2,562,346	$ 2,647,635
In Lieu Property Taxes	8096	$ 901,219	$ 985,613	$ -	$ -	$ 89,153	$ 89,153	$ 89,153	$ 89,153	$ 89,153	$ -	$ -	$ 205,472	$ 123,939	$ 123,939	$ 133,713	$ 1,032,828	$ 1,056,435	$ 1,071,190	$ 1,080,043
Other LCFF/Revenue Limit Transfers	8091, 8097	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Federal Revenue	8100-8299	$ 335,716	$ 369,806	$ -	$ -	$ 15,671	$ 15,671	$ 15,671	$ 43,618	$ 15,671	$ 15,671	$ 50,605	$ 32,762	$ 15,671	$ 50,605	$ 119,794	$ 391,409	$ 404,372	$ 414,133	$ 421,745
Other State Revenue	8300-8599	$ 598,882	$ 597,352	$ -	$ 14,804	$ 14,804	$ 14,804	$ 14,804	$ 14,804	$ 180,312	$ 18,221	$ 18,221	$ 187,144	$ 25,054	$ 25,054	$ 104,960	$ 632,987	$ 651,852	$ 662,999	$ 670,762
Other Local Revenue	8600-8799	$ 235,000	$ 400,000	$ -	$ -	$ 100,000	$ -	$ -	$ -	$ 160,000	$ -	$ -	$ -	$ -	$ 200,000	$ -	$ 460,000	$ 725,000	$ 675,000	$ 700,000
All Other Financing Sources	8930-8979	$ 450,000	$ 450,000	$ -	$ 200,000	$ -	$ -	$ 125,000	$ -	$ -	$ 175,000	$ -	$ -	$ -	$ -	$ -	$ 500,000	$ 425,000	$ 375,000	$ 525,000
Other Receipts/Non-Revenue		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL RECEIPTS		$ 4,482,549	$ 4,991,013	$ 92,776	$ 307,580	$ 327,188	$ 289,340	$ 414,340	$ 332,072	$ 671,418	$ 435,175	$ 316,613	$ 651,662	$ 413,575	$ 737,048	$ 358,466	$ 5,347,254	$ 5,689,266	$ 5,760,668	$ 6,045,186
C. DISBURSEMENTS																					
Certificated Salaries	1000-1999	$ 1,408,600	$ 1,587,936	$ 94,019	$ 141,567	$ 141,567	$ 141,567	$ 141,567	$ 141,567	$ 141,567	$ 141,567	$ 141,567	$ 141,567	$ 141,567	$ 141,567	$ -	$ 1,651,252	$ 1,784,613	$ 1,855,677	$ 1,929,612
Classified Salaries	2000-2999	$ 370,365	$ 402,527	$ 34,550	$ 34,550	$ 34,550	$ 34,550	$ 34,550	$ 34,550	$ 34,550	$ 34,550	$ 34,550	$ 34,550	$ 34,550	$ 34,550	$ -	$ 414,603	$ 488,944	$ 528,277	$ 544,125
Employee Benefits	3000-3999	$ 544,314	$ 620,870	$ 47,376	$ 57,221	$ 57,221	$ 57,221	$ 57,221	$ 57,221	$ 57,221	$ 57,221	$ 57,221	$ 57,221	$ 57,221	$ 57,221	$ -	$ 676,807	$ 745,367	$ 775,255	$ 803,415
Books and Supplies	4000-4999	$ 357,947	$ 370,257	$ 11,504	$ 26,844	$ 57,522	$ 57,522	$ 57,522	$ 57,522	$ -	$ 19,174	$ 19,174	$ 38,348	$ 38,348	$ -	$ 0	$ 383,483	$ 386,494	$ 395,515	$ 400,142
Services and Operating Expenditures	5000-5999	$ 1,271,416	$ 1,488,020	$ 33,037	$ 49,555	$ 66,073	$ 66,073	$ 66,073	$ 132,147	$ 165,183	$ 247,775	$ 247,775	$ 247,775	$ 82,592	$ 82,592	$ 165,183	$ 1,651,832	$ 1,794,432	$ 1,771,118	$ 1,776,359
Capital Outlay	6000-6999	$ -	$ -														$ -	$ -	$ -	$ -
Other Outgo	7000-7499	$ 500	$ 500	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 525,000
All Other Financing Uses	7630-7699	$ 499,998	$ 500,000												$ 500,000		$ 500,000	$ 425,000	$ 375,000	$ -
Other Disbursements/Non Expenditures		$ -	$ -														$ -	$ -	$ -	$ -
TOTAL DISBURSEMENTS		$ 4,453,140	$ 4,970,109	$ 220,487	$ 309,737	$ 356,934	$ 356,934	$ 356,934	$ 423,007	$ 398,521	$ 500,287	$ 500,287	$ 519,461	$ 354,278	$ 815,929	$ 165,183	$ 5,277,976	$ 5,624,850	$ 5,700,841	$ 5,978,653
D. PRIOR YEAR TRANSACTIONS, Other																					
Accounts Receivable	9200-9399	$ 220,526	$ 319,909	$ 127,600	$ 98,746	$ 113,182	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ 339,528	$ 358,466	$ 368,745	$ 375,500
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650	$ (205,734)	$ (127,570)	$ (71,425)	$ (82,137)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ (153,562)	$ (140,183)	$ (143,555)	$ (141,689)
TOTAL PRIOR YEAR TRANSACTIONS, Other		$ 14,792	$ 192,339	$ 56,175	$ 16,609	$ 113,182	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ 185,966	$ 218,283	$ 225,190	$ 233,811
E. NET INCREASE/DECREASE (B - C + D)		$ 44,201	$ 213,243	$ (71,536)	$ 14,453	$ 83,437	$ (67,593)	$ 57,407	$ (90,935)	$ 272,897	$ (65,112)	$ (183,674)	$ 132,201	$ 59,297	$ (78,882)	$ 193,283	$ 255,243	$ 282,699	$ 285,018	$ 300,343
F. ENDING CASH (A + E)		$ 45,840	$ 98,118	$ 26,582	$ 41,035	$ 124,472	$ 56,878	$ 114,285	$ 23,350	$ 296,247	$ 231,135	$ 47,461	$ 179,662	$ 238,959	$ 160,078	$ 193,283	$ 160,078	$ 217,586	$ 268,793	$ 277,699
G. ENDING CASH, PLUS ACCRUALS		$ 213,179	$ 259,084												$ 353,361		$ 353,361	$ 442,776	$ 502,604	$ 569,137

ACE Esperanza Middle School - Cash Flow Projections

		0	Renewal Year 1	2	3														3	4	5
		2017-18	2018-19	2019-20	2020-21														2020-21	2021-22	2022-23
					July	August	September	October	November	December	January	February	March	April	May	June	Accruals				
A. BEGINNING CASH	9110	$ 168,978	$ 45,840	$ 98,118	$ 160,078	$ 82,955	$ 62,933	$ 155,494	$ 118,307	$ 31,120	$ 80,262	$ 373,282	$ 98,611	$ 32,026	$ 140,307	$ 183,102			$ 160,078	$ 217,586	$ 268,793
B. RECEIPTS																					
LCFF Sources																					
State Aid, EPA	8011-8019	$ 1,961,732	$ 2,188,242	$ 2,330,030	$ 96,673	$ 96,673	$ 111,795	$ 176,840	$ 176,840	$ 191,962	$ 235,787	$ 235,787	$ 257,782	$ 235,787	$ 259,366	$ 351,314	$ -		$ 2,426,606	$ 2,562,346	$ 2,647,635
In Lieu Property Taxes	8096	$ 901,219	$ 985,613	$ 1,032,828	$ -	$ -	$ 91,191	$ 91,191	$ 91,191	$ 91,191	$ 91,191	$ -	$ -	$ 210,169	$ 126,772	$ 126,772	$ 136,769		$ 1,056,435	$ 1,071,190	$ 1,080,043
Other LCFF/Revenue Limit Transfers	8091, 8097	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -	$ -	$ -
Federal Revenue	8100-8299	$ 335,716	$ 369,806	$ 391,409	$ -	$ -	$ 16,190	$ 16,190	$ 16,190	$ 45,063	$ 16,190	$ 16,190	$ 52,281	$ 33,847	$ 16,190	$ 52,281	$ 123,761		$ 404,372	$ 414,133	$ 421,745
Other State Revenue	8300-8599	$ 598,882	$ 597,352	$ 632,987	$ -	$ 15,159	$ 15,159	$ 15,159	$ 15,159	$ 15,159	$ 186,111	$ 18,658	$ 18,658	$ 193,107	$ 25,654	$ 25,654	$ 108,215		$ 651,852	$ 662,999	$ 670,762
Other Local Revenue	8600-8799	$ 235,000	$ 400,000	$ 460,000	$ -	$ -	$ 125,000	$ -	$ -	$ 200,000	$ -	$ -	$ 150,000	$ -	$ -	$ 250,000	$ -		$ 725,000	$ 675,000	$ 700,000
All Other Financing Sources	8930-8979	$ 450,000	$ 450,000	$ 500,000	$ -	$ 175,000	$ -	$ 50,000	$ -	$ -	$ 200,000	$ -	$ -	$ -	$ -	$ -	$ -		$ 425,000	$ 375,000	$ 525,000
Other Receipts/Non-Revenue		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -	$ -	$ -
TOTAL RECEIPTS		$ 4,482,549	$ 4,991,013	$ 5,347,254	$ 96,673	$ 286,832	$ 359,334	$ 349,380	$ 299,380	$ 543,375	$ 729,278	$ 270,634	$ 478,721	$ 672,910	$ 427,982	$ 806,021	$ 368,745		$ 5,689,266	$ 5,760,668	$ 6,045,186
C. DISBURSEMENTS																					
Certificated Salaries	1000-1999	$ 1,408,600	$ 1,587,936	$ 1,651,252	$ 101,030	$ 153,053	$ 153,053	$ 153,053	$ 153,053	$ 153,053	$ 153,053	$ 153,053	$ 153,053	$ 153,053	$ 153,053	$ 153,053	$ -		$ 1,784,613	$ 1,855,677	$ 1,929,612
Classified Salaries	2000-2999	$ 370,365	$ 402,527	$ 414,603	$ 40,745	$ 40,745	$ 40,745	$ 40,745	$ 40,745	$ 40,745	$ 40,745	$ 40,745	$ 40,745	$ 40,745	$ 40,745	$ 40,745	$ -		$ 488,944	$ 528,277	$ 544,125
Employee Benefits	3000-3999	$ 544,314	$ 620,870	$ 676,807	$ 52,176	$ 63,017	$ 63,017	$ 63,017	$ 63,017	$ 63,017	$ 63,017	$ 63,017	$ 63,017	$ 63,017	$ 63,017	$ 63,017	$ -		$ 745,367	$ 775,255	$ 803,415
Books and Supplies	4000-4999	$ 357,947	$ 370,257	$ 383,483	$ 11,595	$ 27,055	$ 57,974	$ 57,974	$ 57,974	$ 57,974	$ -	$ 19,325	$ 19,325	$ 38,649	$ 38,649	$ -	$ -		$ 386,494	$ 395,515	$ 400,142
Services and Operating Expenditures	5000-5999	$ 1,271,416	$ 1,488,020	$ 1,651,832	$ 35,889	$ 53,833	$ 71,777	$ 71,777	$ 71,777	$ 179,443	$ 179,443	$ 269,165	$ 269,165	$ 269,165	$ 89,722	$ 89,722	$ 143,555		$ 1,794,432	$ 1,771,118	$ 1,776,359
Capital Outlay	6000-6999	$ -	$ -	$ -															$ -	$ -	$ -
Other Outgo	7000-7499	$ 500	$ 500	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ -	$ -	$ 525,000
All Other Financing Uses	7630-7699	$ 499,998	$ 500,000	$ 500,000												$ 425,000			$ 425,000	$ 375,000	$ -
Other Disbursements/Non Expenditures		$ -	$ -	$ -															$ -	$ -	$ -
TOTAL DISBURSEMENTS		$ 4,453,140	$ 4,970,109	$ 5,277,976	$ 241,435	$ 337,703	$ 386,567	$ 386,567	$ 386,567	$ 494,233	$ 436,259	$ 545,305	$ 545,305	$ 564,630	$ 385,187	$ 771,537	$ 143,555		$ 5,624,850	$ 5,700,841	$ 5,978,653
D. PRIOR YEAR TRANSACTIONS, Other																					
Accounts Receivable	9200-9399	$ 220,526	$ 319,909	$ 339,528	$ 133,713	$ 104,960	$ 119,794	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ 358,466	$ 368,745	$ 375,500
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650	$ (205,734)	$ (127,570)	$ (153,562)	$ (66,073)	$ (74,110)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ (140,183)	$ (143,555)	$ (141,689)
TOTAL PRIOR YEAR TRANSACTIONS, Other		$ 14,792	$ 192,339	$ 185,966	$ 67,639	$ 30,850	$ 119,794	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			$ 218,283	$ 225,190	$ 233,811
E. NET INCREASE/DECREASE (B - C + D)		$ 44,201	$ 213,243	$ 255,243	$ (77,123)	$ (20,021)	$ 92,561	$ (37,187)	$ (87,187)	$ 49,142	$ 293,019	$ (274,671)	$ (66,584)	$ 108,280	$ 42,795	$ 34,484	$ 225,190		$ 282,699	$ 285,018	$ 300,343
F. ENDING CASH (A + E)		$ 45,840	$ 98,118	$ 160,078	$ 82,955	$ 62,933	$ 155,494	$ 118,307	$ 31,120	$ 80,262	$ 373,282	$ 98,611	$ 32,026	$ 140,307	$ 183,102	$ 217,586	$ 225,190		$ 217,586	$ 268,793	$ 277,699
G. ENDING CASH, PLUS ACCRUALS		$ 213,179	$ 259,084	$ 353,361												$ 442,776			$ 442,776	$ 502,604	$ 569,137

ACE ESPERANZA MIDDLE SCHOOL – CHARTER RENEWAL BUDGET NARRATIVE

Enrollment

The enrollment for the current year (2017-18) at ACE Esperanza (formerly ACE Franklin McKinley) Middle School is 307. In 2016-17, the enrollment was 269. We have modeled a 10% attrition in coming up with the enrollment projections below

Grade	Current Year Year 0	Renewal Year Year 1	Year 2	Year 3	Year 4	Year 5
	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**

LCFF Revenues

In the last 2 years (2015-16 and 2016-17), the LCFF Revenue per ADA has grown at 9.24% and 4.31% respectively as the State had surplus revenues which it used to close the LCFF gap. In 2017-18, the rate of growth is much slower at around 1.6% as the State attempts to close almost 97% of the gap. For the 2018-19 years and out we have used the growth factors provided by School Services of California to model our growth in LCFF revenue per ADA. We have modeled more modest growth in the range of 1.3%-1.5% for the years 2018-19 through 2022-23 (the period covered by the Charter renewal petition). Please find below a table showing LCFF revenue per ADA and the consequent growth rate.

	Act	Act	Act	Current	Renewal	Yr. 2	Yr. 3	Yr. 4	Yr. 5
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
LCFF Revenue/ADA	8,432	9,211	9,608	9,765	9,899	10,009	10,135	10,427	10,609
Growth %		***9.24%***	***4.31%***	***1.63%***	***1.4%***	***1.1%***	***1.3%***	***2.9%***	***1.8%***

In addition, during the 2015-16, 2016-17 and the 2017-18 years, the State has also provided one-time discretionary funding of ~$529/ADA in 2015-16 and $214/ADA in 2016-17 and $147/ADA in 2017-18 further increasing the growth rates in 2015-16, 2016-17 and 2018-18.

Staffing

Staffing has been assumed as going from 15 full-time teachers in 2017-18 to 16 full-time teachers in 2018-19 supporting 307 students and 334 students respectively. In 2020-21, the number of teachers grows to 17 and stays at that level to support the 366 student enrollment

levels. Given the increases in Special Education students, ACE has modeled a consistent number of 4 Resource Specialists for the entire period 2017-18 to 2022-23. Administrative and Support staff is at ~12 FTEs in 2017-18 and grows to ~13.5 FTEs in 2020-21 and has been kept consistent at that level through 2022-23. Teachers receive a step adjustment for every year worked within the ACE school. This salary adjustment approximates anywhere between 3.5% and 4.5%. STRS rates have been modeled to increase over time and so have medical costs. Please refer to Assumptions tab of the Projections file for more details on rates used.

Facilities

In 2017-18, ACE Esperanza moved into their new permanent campus. The construction of this permanent campus was financed by Public Bond Financing. The total construction cost of $6.1M has been phased (with Phase 1A in the summer of 2017 costing $4.5M, Phase 1B in the summer of 2018 for about $200,000 and the balance for Phase 2 in the summer of 2019). The construction once completed will add 11 classrooms, an admin building and a new restroom building. In addition to the facilities described above, the school also leases 6 classrooms from the District. The Bond financing carries a 5.01% interest rate and is payable over a 35-year period with monthly Principal & Interest payments. ACE has hired its own staff to take care of Janitorial services at the campus and ACE will also be responsible for utilities on the campus.

Food Service

Starting in 2017-18, the school has a food service program and is working with Revolution Foods for provision of the meals to the students. This program is being subsidized under the National School Lunch Program. Consistent with ACE's experience at its other middle schools, ACE has modeled a loss in the $15,000-$20,000 per year range (i.e. the food service program costs more than the state and federal reimbursements received).

Consultants (Academic and Special Education)

Consultants for Academic Support has been modeled at a consistent $45,000 per year level. Additionally, the projections assumes that ACE contracts with external organizations to provide the requisite services needed to support ACE's special education student needs (e.g. psychologist services, speech therapy, behavior intervention, counseling, adaptive physical education, etc.). ACE also runs an extended school year program at one of its middle school sites for all Special Education students requiring assistance.

Others

1. Academic software needs has been modeled in at an average of $25,000 to $30,000 per year
2. ACE runs an afterschool program for which it receives $150,000 under the ASES program from the State. ACE partners with City of San Jose to offer an afterschool program to its students
3. Technology equipment (chromebooks, laptops, tablets) have been modeled in at $18,000 to $28,000 per year which would be adequate to support both replacement needs and growth needs.

4. Fees paid to the ACE Central Office for support services provided from the Central Office (operations support and oversight, payroll support, finance and reporting support, technology support, teacher recruitment support, academic programming support, academic operations support and achievement data analytics)

ACE CHARTER SCHOOL

Independent Auditor's Report
and Consolidated Financial Statements
For the Year Ended
June 30, 2016

Operating:

ACE Empower Academy
ACE Charter High
ACE Franklin McKinley
ACE Alum Rock
ACE Inspire Academy

ACE CHARTER SCHOOL

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Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT

Board of Directors
ACE Charter School
San Jose, CA

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of ACE Charter School (the School), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2016, and the related consolidated statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statement. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Report on Summarized Comparative Information

We have previously audited the School's June 30, 2015 financial statements, and in our report dated September 28, 2015, expressed an unmodified opinion on those financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Board of Directors
ACE Charter School

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated November 10, 2016 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
November 10, 2016

ACE CHARTER SCHOOL

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
June 30, 2016
with Comparative Totals for 2015

	ACE Empower Academy	ACE Charter High	ACE Franklin McKinley	ACE Alum Rock	ACE Inspire Academy	CMO	Foundation LLC	Eliminations	2016 Totals	2015 Totals
ASSETS										
CURRENT ASSETS:										
Cash and cash equivalents	$ 868,546	$ 282,737	$ 258,636	$ 177,713	$ 7,626	$ 52,884	$ 54,377	$ -	$ 1,702,519	$ 2,885,285
Accounts receivable - federal and state	269,083	350,297	146,685	126,429	215,776	-	-	-	1,108,270	732,643
Accounts receivable - other	-	-	-	-	-	49,870	-	-	49,870	-
Intercompany receivables	-	-	-	-	-	443,867	-	(443,867)	-	-
Prepaid expenses and other assets	8,404	29,810	21,066	5,435	10,096	3,975	27,308	-	106,094	93,450
Total current assets	1,146,033	662,844	426,387	309,577	233,498	550,596	81,685	(443,867)	2,966,753	3,711,378
LONG-TERM ASSETS:										
Property, plant and equipment, net	46,380	2,069	-	-	-	-	4,472,576		4,521,025	4,577,149
Total long-term assets	46,380	2,069	-	-	-	-	4,472,576	-	4,521,025	4,577,149
Total assets	$ 1,192,413	$ 664,913	$ 426,387	$ 309,577	$ 233,498	$ 550,596	$ 4,554,261	$ (443,867)	$ 7,487,778	$ 8,288,527
LIABILITIES AND NET ASSETS										
CURRENT LIABILITIES:										
Accounts payable and accrued liabilities	$ 146,974	$ 101,098	$ 78,712	$ 70,397	$ 113,586	$ 158,138	$ 57,417	$ -	$ 726,322	$ 437,617
Intercompany payables	158,162	17,533	106,662	56,544	81,496	-	23,470	(443,867)	-	-
Deferred revenue	-	-	-	-	33,749	-	-	-	33,749	-
Revolving loan payable, current portion	-	62,508	50,004	50,004	-	-	-	-	162,516	162,508
Notes payable, current portion	-	-	-	-	-	-	145,817	-	145,817	136,153
Total current liabilities	305,136	181,139	235,378	176,945	228,831	158,138	226,704	(443,867)	1,068,404	736,278
LONG-TERM LIABILITIES:										
Revolving loan payable	-	-	100,000	100,000	-	-	-	-	200,000	362,500
Notes payable	-	-	-	-	-	-	3,588,909	-	3,588,909	3,693,648
Total long-term liabilities	-	-	100,000	100,000	-	-	3,588,909	-	3,788,909	4,056,148
NET ASSETS:										
Unrestricted	840,897	481,705	91,009	32,632	4,667	392,458	58,215	-	1,901,583	2,806,503
Unrestricted - property plant and equipment	46,380	2,069	-	-	-	-	680,433	-	728,882	689,598
Total net assets	887,277	483,774	91,009	32,632	4,667	392,458	738,648	-	2,630,465	3,496,101
Total liabilities and net assets	$ 1,192,413	$ 664,913	$ 426,387	$ 309,577	$ 233,498	$ 550,596	$ 4,554,261	$ (443,867)	$ 7,487,778	$ 8,288,527

The accompanying notes are an integral part of these financial statements.

ACE CHARTER SCHOOL

CONSOLIDATED STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2016
with Comparative Totals for 2015

	ACE Empower Academy	ACE Charter High	ACE Franklin McKinley	ACE Alum Rock	ACE Inspire Academy	CMO	Foundation LLC	Eliminations	2016 Totals	2015 Totals
REVENUES:										
State revenue:										
State aid	$ 2,298,265	$ 1,679,050	$ 1,473,283	$ 659,819	$ 275,581	$ -	$ -	$ -	$ 6,385,998	$ 5,199,604
Other state revenue	970,595	322,231	397,073	267,225	72,404	-	-	-	2,029,528	889,329
Federal revenue:										
Grants and entitlements	376,046	130,451	213,932	262,503	291,802	-	-	-	1,274,734	1,513,557
Local revenue:										
In-lieu property tax revenue	616,228	890,029	468,894	166,483	616,354	-	-	-	2,757,988	1,723,304
Contributions	-	-	-	-	-	2,113,776	-	-	2,113,776	2,360,977
Investment income	2	22	-	-	-	-	33	-	57	20
Other revenue	16,295	26,914	12,179	2,506	2,918	1,570,864	484,992	(2,055,856)	60,812	97,259
Total revenues	4,277,431	3,048,697	2,565,361	1,358,536	1,259,059	3,684,640	485,025	(2,055,856)	14,622,893	11,784,050
EXPENSES:										
Program services	4,115,800	3,012,742	2,278,839	1,401,910	1,581,376	51,666	545,639	(484,992)	12,502,980	8,716,991
Management and general	459,509	377,968	424,317	248,173	279,747	2,761,653	5,046	(1,570,864)	2,985,549	2,287,909
Total expenses	4,575,309	3,390,710	2,703,156	1,650,083	1,861,123	2,813,319	550,685	(2,055,856)	15,488,529	11,004,900
TRANSFERS:										
Intracompany transfers	-	369,999	160,001	245,000	440,000	(1,215,000)	-	-	-	-
Change in unrestricted net assets	(297,878)	27,986	22,206	(46,547)	(162,064)	(343,679)	(65,660)	-	(865,636)	779,150
Beginning unrestricted net assets	1,185,155	455,788	68,803	79,179	166,731	736,137	804,308	-	3,496,101	2,716,951
Ending unrestricted net assets	$ 887,277	$ 483,774	$ 91,009	$ 32,632	$ 4,667	$ 392,458	$ 738,648	$ -	$ 2,630,465	$ 3,496,101

The accompanying notes are an integral part of these financial statements.

ACE CHARTER SCHOOL

CONSOLIDATED STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2016
with Comparative Totals for 2015

	ACE Empower Academy	ACE Charter High	ACE Franklin McKinley	ACE Alum Rock	ACE Inspire Academy	CMO	Foundation LLC	2016 Totals	2015 Totals
CASH FLOWS from OPERATING ACTIVITIES:									
Change in net assets	$ (297,878)	$ 27,986	$ 22,206	$ (46,547)	$ (162,064)	$ (343,679)	$ (65,660)	$ (865,636)	$ 779,150
Adjustments to reconcile change in net assets to net cash from operating activities:									
Depreciation	17,903	1,307	-	-	-	-	165,941	185,151	185,737
Loss on disposal of assets	-	-	-	-	-	-	-	-	20,785
Change in operating assets:									
Accounts receivable - federal and state	(57,085)	(78,171)	8,982	(57,296)	(193,276)	1,219	-	(375,627)	254,271
Accounts receivable - other	-	-	-	-	-	(49,870)	-	(49,870)	9,841
Intercompany receivable	-	348,770	-	183,148	-	(443,867)	-	88,051	(298,190)
Prepaid expenses and other assets	(4,086)	(13,487)	(10,757)	2,617	(2,280)	4,099	11,250	(12,644)	7,542
Change in operating liabilities:									
Accounts payable and accrued liabilities	91,737	(32,016)	49,674	59,362	107,488	12,793	(333)	288,705	8,962
Intercompany payable	(17,619)	17,533	29,801	56,544	59,856	(257,636)	23,470	(88,051)	298,190
Deferred revenue	-	-	-	-	33,749	-	-	33,749	(32,130)
Net cash flows from operating activities	(267,028)	271,922	99,906	197,828	(156,527)	(1,076,941)	134,668	(796,172)	1,234,158
CASH FLOWS from INVESTING ACTIVITIES:									
Purchases of property, plant and equipment	-	-	-	-	-	-	(129,027)	(129,027)	-
Net cash flows from investing activities	-	-	-	-	-	-	(129,027)	(129,027)	-
CASH FLOWS from FINANCING ACTIVITIES:									
Repayments of debt	-	(62,496)	(49,998)	(49,998)	-	-	(95,075)	(257,567)	(224,178)
Net cash flows from financing activities	-	(62,496)	(49,998)	(49,998)	-	-	(95,075)	(257,567)	(224,178)
Net change in cash and cash equivalents	(267,028)	209,426	49,908	147,830	(156,527)	(1,076,941)	(89,434)	(1,182,766)	1,009,980
Cash and cash equivalents at the beginning of the year	1,135,574	73,311	208,728	29,883	164,153	1,129,825	143,811	2,885,285	1,875,305
Cash and cash equivalents at the end of the year	$ 868,546	$ 282,737	$ 258,636	$ 177,713	$ 7,626	$ 52,884	$ 54,377	$ 1,702,519	$ 2,885,285
Cash paid for interest	$ -	$ 253	$ 403	$ 403	$ -	$ -	$ 244,697	$ 245,756	$ 250,399

The accompanying notes are an integral part of these financial statements.

ACE CHARTER SCHOOL

CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2016
with Comparative Totals for 2015

	Program Services	Management and General	2016 Total Expenses	2015 Total Expenses
Schools and CMO:				
Salaries and wages	$ 6,238,230	$ 1,563,640	$ 7,801,870	$ 5,220,875
Pension expense	485,512	67,147	552,659	316,217
Other employee benefits	693,408	138,087	831,495	556,919
Payroll taxes	215,250	114,150	329,400	209,032
Management fees	-	1,659,845	1,659,845	1,256,244
Legal expenses	-	94,421	94,421	55,841
Accounting expenses	-	45,161	45,161	16,846
Instructional materials	567,089	-	567,089	413,484
Other fees for services	1,789,006	184,055	1,973,061	1,282,051
Advertising and promotion expenses	8,605	78,515	87,120	260,398
Office expenses	423,724	-	423,724	352,072
Printing and postage expenses	20,178	13,084	33,262	35,143
Information technology expenses	305,083	74,768	379,851	418,186
Occupancy expenses	914,230	78,283	992,513	887,821
Travel expenses	156,647	58,869	215,516	115,833
Conference and meeting expenses	92,474	49,129	141,603	89,964
Interest expense	-	1,059	1,059	1,243
Depreciation expense	19,210	-	19,210	19,972
Insurance expense	-	81,358	81,358	70,217
Other expenses	513,687	249,796	763,483	496,445
Total Schools and CMO	12,442,333	4,551,367	16,993,700	12,074,803
Foundation LLC:				
Accounting expenses	-	3,386	3,386	1,305
Occupancy expenses	135,001	-	135,001	135,000
Interest expense	244,697	-	244,697	270,156
Depreciation expense	165,941	-	165,941	165,765
Other expenses	-	1,660	1,660	1,411
Total Foundation LLC	545,639	5,046	550,685	573,637
Eliminations	(484,992)	(1,570,864)	(2,055,856)	(1,643,540)
Grand Total	$ 12,502,980	$ 2,985,549	$ 15,488,529	$ 11,004,900

The accompanying notes are an integral part of these financial statements.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities – ACE Charter School (the School) is a California non-profit public benefit corporation and is organized to manage and operate public charter schools. The School is funded principally through State of California public education monies received through the California Department of Education. The charters may be revoked by the Sponsor for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents – The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses – Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation – The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

Net Asset Classes – The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The School does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Receivables – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2016. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. The School capitalizes all expenditures for land, buildings and equipment in excess of $5,000.

Property Taxes – Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences – Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The current portion of the liability, if material, is recognized at year-end. The entire compensated absences liability is reported on the statement of financial position. Employees of the School are paid for days or hours worked based upon Board approved schedules which include vacation. Unused accrued sick leave for full-time staff carries over from year-to-year, subject to a maximum accrual cap of one-hundred sixty (160) hours. For all other eligible employees, unused sick leave does not carry over from year-to-year.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise.

Income Taxes – The School and Foundation are non-profit entities exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School and Foundation file informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Allocations Between Charter Schools **–** For the year ended June 30, 2016, the School has chosen to identify each charter school separately within the basic financial statements. In cases where specific identification of each charter's activities was not possible, items were allocated according to Average Daily Attendance (ADA).

Principles of Consolidation - The accompanying financial statements include the accounts of ACE Empower Academy, ACE Charter High, ACE Franklin McKinley, ACE Alum Rock, ACE Inspire Academy, the ACE Charter Management Organization (the CMO), and the ACE Foundation (the Foundation). The Foundation is the single member of ACE Charter School LLC (the Foundation LLC), and the activity of the Foundation LLC is included with the Foundation in the financial statements. All significant intercompany accounts and transactions between these entities have been eliminated in the consolidated financial statements.

Comparative Totals – The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2015, from which the summarized information was derived. Certain prior year totals have been adjusted to conform to the June 30, 2016 presentation.

Evaluation of Subsequent Events – The School has evaluated subsequent events through November 10, 2016, the date these financial statements were available to be issued.

NOTE 2: CONCENTRATION OF CREDIT RISK

The School also maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3: PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was $185,151 as of June 30, 2016.

The components of property, plant and equipment as of June 30, 2016 are as follows:

Building and improvements	$5,031,114
Furniture, fixtures and equipment	122,263
Other	108,066
	5,261,443
Less: accumulated depreciation and amortization	(740,418)
Property, plant and equipment, net	$4,521,025

NOTE 4: LONG-TERM DEBT

California Department of Education

ACE Charter High received a revolving loan from the California Department of Education in the amount of $250,000. The loan requires annual principal payments of $62,500. The loan has a term of 4 years and carries an interest rate of .264%.

ACE Franklin McKinley received a revolving loan from the California Department of Education in the amount of $250,000. The loan requires annual principal payments of $50,000. The loan has a term of 5 years and carries an interest rate of .264%.

ACE Alum Rock received a revolving loan from the California Department of Education in the amount of $250,000. The loan requires annual principal payments of $50,000. The loan has a term of 5 years and carries an interest rate of .264%.

Annual payments of principal and interest are deducted from apportionment. The loan repayments by year are as follows:

Year Ended June 30,	ACE Charter High	ACE Franklin McKinley	ACE Alum Rock	Total
2017	$ 62,508	$ 50,004	$ 50,004	$ 162,516
2018	-	50,000	50,000	100,000
2019	-	50,000	50,000	100,000
Total	$ 62,508	$ 150,004	$ 150,004	$ 362,516

Notes Payable

The Foundation LLC (a related party) entered into a 5-year mortgage note agreement for the amount of $3,750,000 with the Low Income Investment Fund (LIIF).

The Foundation LLC (a related party) entered into a 3-year note agreement for the amount of $300,000 with the Robert A. Bothman Construction.

The annual notes payable payments outstanding for are as follows:

Year Ended June 30,	Foundation LLC
2017	$ 145,817
2018	3,588,909
Total	$ 3,734,726

NOTE 5: LINE OF CREDIT

Focus Bank – Line of Credit

The School entered into a revolving line of credit agreement with Focus Business Bank. The applicable interest rate is the Prime Rate plus one percent with a minimum total interest rate of 5.5 percent.

Total availability under the line of credit was $1,000,000. As of June 30, 2016, there was no outstanding balance. The line of credit is subject to reporting requirements and covenants customary to this type of credit facility.

NOTE 6: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multi-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total plan net assets are $181 billion, the total actuarial present value of accumulated plan benefits is $242 billion, contributions from all employers totaled $2.55 billion, and the plan is 68.5% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

NOTE 6: EMPLOYEE RETIREMENT

Funding Policy

Active plan members hired before December 31, 2012 are required to contribute 9.20% of their salary and those hired after are required to contribute 8.56% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for year ended June 30, 2016 was 10.73% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

The School's contributions to STRS for the past three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2014	$ 166,390	100%
2015	$ 278,390	100%
2016	$ 489,625	100%

Defined Contribution Plan

The School offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. Employer matching contributions are made at the rate equal to 50 percent of the first two percent of elective deferrals for each employee who is eligible for employer contributions. Additionally, the employer may elect to make a discretionary contribution for each qualifying employee for each plan year. The amount of employer contributions for the year ended June 30, 2016 was $63,034.

NOTE 7: OPERATING LEASES

ACE Empower Academy entered into a facility lease with the Foundation LLC for school facilities. Rent expense for the year ended June 30, 2016 was $310,842.

The Foundation LLC entered into a ground lease extension for school facilities with Alum Rock Unified School District. Rent expense for the year ended June 30, 2016 was $135,000.

NOTE 7: OPERATING LEASES

Future minimum lease payments are as follows:

Year Ended June 30,	ACE Empower Academy	Foundation LLC
2017	$ 310,842	$ 144,225
2018	310,842	146,070
2019	310,842	146,070
2020	310,842	147,656
2021	310,842	148,838
Thereafter	2,145,162	3,781,498
Total	$ 3,699,372	$ 4,514,357

NOTE 8: CMO FEES

In consideration for the provision of administration and management services each active charter school pays a monthly "Services Fee" equal to between 16% and 10% of certain local, state and federal revenues of School as well as fundraising conducted by the CMO. The amount of the services fee is phased down over the start-up years of operation as follows:

Year 1 – 16%, Year 2 – 14%, Year 3 – 12%, and Year 4+ – 10%

ACE Empower Academy paid a Service Fee of $385,127 for the year ended June 30, 2016.

ACE Charter High paid a Service Fee of $327,363 for the year ended June 30, 2016.

ACE Franklin McKinley paid a Service Fee of $380,713 for the year ended June 30, 2016.

ACE Alum Rock paid a Service Fee of $219,774 for the year ended June 30, 2016.

ACE Inspire paid a Service Fee of $257,888 for the year ended June 30, 2016.

NOTE 9: CONTINGENCIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

ACE CHARTER SCHOOL

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2016

ACE Charter School (the School) is a California non-profit public benefit corporation and is organized to manage and operate public charter schools.

The School began serving students at ACE Empower Academy (formerly ACE Charter School Middle) in August 2008. ACE Empower Academy (#0972) is sponsored by the Santa Clara County Board of Education. The current charter expires June 30, 2021.

The School began serving students at ACE Charter High in August 2012. ACE Charter High (#1387) is sponsored by the East Side Union High School District. The current charter expires June 30, 2017.

The School began serving students at ACE Franklin McKinley in August 2014. ACE Franklin McKinley (#1545) is sponsored by the Franklin-McKinley Elementary School District. The current charter expires June 30, 2018.

The School began serving students at ACE Alum Rock in August 2014. ACE Alum Rock (#1544) is sponsored by the Alum Rock Union Elementary School District. The current charter expires June 30, 2018.

The School began serving students at ACE Inspire Academy in August 2015. ACE Inspire Academy (#1546) is sponsored by the San Jose Unified School District. The current charter expires June 30, 2018.

The accompanying notes are an integral part of these financial statements.

ACE CHARTER SCHOOL

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (continued)
For the Year Ended June 30, 2016

The Board of Directors and the Administrators as of the year ended June 30, 2016 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (3 year term)
Tamara Alvarado	President	2016
Gary Rummelhoff	Treasurer	2016
Dr. Linda Murray	Secretary	2016
Elizabeth Alvarez	Member	2016
Florina Gallegos	Member	2016
Tania Wilcox	Member	2017
Dr. Mary Lairon	Member	2015
Manou Mobedshahi	Member	2016
Susan Hammer	Member	2016

ADMINISTRATORS

Greg Lippman	Executive Director
Shawn Gerth	Managing Director of Academic Operations and Vision
Michael O'Farrell	Managing Director of Business Operations and Strategy
Nath Mahalingam	Director of Finance

ACE CHARTER SCHOOL

SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2016

	Instructional Minutes		Instructional	
	Requirement	Actual	Days	Status
ACE Empower Academy:				
Grade 5	54,000	63,813	180	In compliance
Grade 6	54,000	63,813	180	In compliance
Grade 7	54,000	63,813	180	In compliance
Grade 8	54,000	63,813	180	In compliance
ACE Charter High School:				
Grade 9	64,800	68,100	180	In compliance
Grade 10	64,800	68,100	180	In compliance
Grade 11	64,800	68,100	180	In compliance
Grade 12	64,800	68,100	180	In compliance
ACE Franklin McKinley:				
Grade 5	54,000	71,440	180	In compliance
Grade 6	54,000	71,440	180	In compliance
Grade 7	54,000	71,440	180	In compliance
Grade 8	54,000	71,440	180	In compliance
ACE Alum Rock:				
Grade 6	54,000	65,200	180	In compliance
Grade 7	54,000	65,200	180	In compliance
Grade 8	54,000	65,200	180	In compliance
ACE Inspire Academy:				
Grade 5	54,000	61,050	180	In compliance
Grade 6	54,000	61,050	180	In compliance

See independent auditor's report and the notes to the supplementary information.

ACE CHARTER SCHOOL

SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2016

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
ACE Empower Academy:				
Grades 4-6	140.20	140.34	140.61	140.74
Grades 7-8	191.30	191.54	190.88	191.08
ADA Totals	331.50	331.88	331.49	331.82
ACE Charter High:				
Grades 9-12	245.85	245.97	245.40	245.49
ADA Totals	245.85	245.97	245.40	245.49
ACE Franklin McKinley:				
Grades 4-6	107.87	107.87	105.59	105.68
Grades 7-8	102.20	102.28	101.90	101.96
ADA Totals	210.07	210.15	207.49	207.64
ACE Alum Rock:				
Grades 4-6	24.89	24.89	24.85	24.85
Grades 7-8	63.60	63.60	62.77	62.77
ADA Totals	88.49	88.49	87.62	87.62
ACE San Jose:				
Grades 4-6	105.31	105.36	105.36	105.42
ADA Totals	105.31	105.36	105.36	105.42

See independent auditor's report and the notes to the supplementary information.

ACE CHARTER SCHOOL

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

	ACE Empower Academy	ACE Charter High	ACE Franklin McKinley	ACE Alum Rock	ACE Inspire Academy
June 30, 2016 Annual Financial Report					
Fund Balances (Net Assets)	$ 887,277	$ 504,289	$ 91,009	$ 32,632	$ 4,667
Adjustments and Reclassifications:					
Increasing (Decreasing) the Fund Balance (Net Assets):					
Accounts payable and accrued liabilities	-	(20,515)	-	-	-
Net Adjustments and Reclassifications	-	(20,515)	-	-	-
June 30, 2016 Audited Financial Statement					
Fund Balances (Net Assets)	$ 887,277	$ 483,774	$ 91,009	$ 32,632	$ 4,667

See independent auditor's report and the notes to the supplementary information.

ACE CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2016

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	ACE Empower Academy	ACE Charter High	ACE Franklin McKinley	ACE Alum Rock	ACE Inspire Academy	Total
U.S. Department of Education:								
Pass Through Program From California Department of Education:								
No Child Left Behind Act								
Title I, Part A, Basic Grants								
Low-Income and Neglected	84.010	14329	$ 180,194	$ 101,020	$ 94,762	$ 49,787	$ 42,274	$ 468,037
Title II, Part A, Teacher Quality	84.367	14341	2,345	1,740	1,292	558	620	6,555
Special Education - IDEA	84.027	13379	50,620	27,691	18,669	8,896	-	105,876
Public Charter Schools Grant Program	84.282A	14941	-	-	99,209	171,473	194,597	465,279
Total U.S Department of Education			233,159	130,451	213,932	230,714	237,491	1,045,747
U.S. Department of Agriculture:								
Pass Through Program From California Department of Education:								
Child Nutrition Programs	10.555	N/A	142,887	-	-	31,789	54,311	228,987
Total U.S Department of Agriculture			142,887	-	-	31,789	54,311	228,987
Total Federal Expenditures			$ 376,046	$ 130,451	$ 213,932	$ 262,503	$ 291,802	$ 1,274,734

N/A - Pass-through entity number not readily available or not applicable.

See independent auditor's report and the notes to the supplementary information.

NOTES TO THE SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2016

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30, 2016. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Indirect Cost Rate

The School has elected to use a rate other than the 10-percent de minimus indirect cost rate allowed under Uniform Guidance.

Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
ACE Charter School
San Jose, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of ACE Charter School (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated November 10, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
November 10, 2016

Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
ACE Charter School
San Jose, CA

Report on Compliance for Each Major Federal Program

We have audited the compliance of ACE Charter School (the School) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
November 10, 2016

Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
ACE Charter School
San Jose, CA

We have audited ACE Charter School's (the School) compliance with the types of compliance requirements described in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2016. The School's State compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
After School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	No[1]
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

[1] We did not perform testing for independent study because the independent study ADA was under the level which requires testing.

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2016.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
November 3, 2015

ACE CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2016

SECTION I – SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

Material weakness(es) identified?	_____	*Yes*	X	*No*
Significant deficiency(ies) identified?	_____	*Yes*	X	*None Reported*
Noncompliance material to financial statements noted?	_____	*Yes*	X	*No*

Federal Awards

Internal control over major federal awards:

Material weakness(es) identified?	_____	*Yes*	X	*No*
Significant deficiency(ies) identified?	_____	*Yes*	X	*None Reported*

Type of auditor's report issued on compliance for major federal programs: *Unmodified*

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ *Yes* X *No*

Identification of Major Federal Programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.553, 10.555	Child Nutrition Cluster
84.282A	Public Charter Schools Grant Program

Dollar threshold used to distinguish between type A and type B programs: $750,000

Auditee qualified as low-risk auditee? X *Yes* _____ *No*

ACE CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2016

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for June 30, 2016.

ACE CHARTER SCHOOL

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2016

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for the prior year.