ACE Empower Academy Petition for Charter Renewal

Presented to: Santa Clara County Board of Education

January 12, 2016

Charter Renewal Term: July 1, 2016 – June 30, 2021

Submitted by:

Greg Lippman Executive Director

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Greg Lippman, hereby certify that the information submitted in this petition for renewal of a California public charter school named *ACE Empower Academy* (or "Charter School"), located within the boundaries of the Alum Rock Union School District ("District") and authorized by the Santa Clara County Board of Education with oversight from the Santa Clara County Office of Education (collectively referred to herein as the "County") is true to the best of my knowledge and belief; I also certify that this petition for renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- 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)]
- ACE Charter School shall be deemed the exclusive public school employer of the employees of ACE Empower Academy 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)]
- Shall admit all students who wish to attend ACE Empower Academy. Admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this State except as required by Education Code Section 47605(d)(2). However, if the number of students who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing students of the school, shall be determined by a public random drawing. If a drawing is necessary, preference will be given to students as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned

characteristics). [Ref. Education Code Section 47605(d)(1)]

- Shall adhere to all provisions of 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 all teachers are cleared to teach prior to the beginning of every school year.
- 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. Education Code Section 47605(I)]
- 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. Education Code Section 47605(d)(3)
- Will follow any and all other federal, state, and local laws and regulations that apply to ACE Empower Academy including but not limited to:
 - ACE Empower Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - ACE Empower Academy shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - ACE Empower Academy shall comply with any applicable jurisdictional limitations to locations of its facilities.

- ACE Empower Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- ACE Empower Academy shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended under the Every Student Succeeds Act ("ESSA").
- > ACE Empower Academy shall comply with the Public Records Act.
- ACE Empower Academy shall comply with the Family Educational Rights and Privacy Act.
- > ACE Empower Academy shall comply with the Ralph M. Brown Act.
- ACE Empower Academy shall meet or exceed the legally required minimum number of school days.

Signed

Date

Greg Lippman Executive Director ACE Charter Schools

EXECUTIVE SUMMARY

The following Executive Summary includes three sections:

- 1. ACE Empower Academy Mission
- 2. Impact of ACE Empower Academy Model on Student Achievement
- 3. Organizational Progress and Challenges

1. ACE Empower Academy Mission: Grow, Everyone, Every Day

The mission of ACE Empower Academy, 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 leads us to believe that even those children and families who are not only demographically underrepresented in college, but the most disengaged and disconnected students in our neighborhoods can find a way back to a belief in themselves as learners and future college students.

ACE's Unique Value: Growth for Previously Struggling Students

ACE Empower Academy is unique among charter schools in that it energetically recruits and successfully serves the lowest-performing students in the Mayfair neighborhood (a high-need area in the Alum Rock Union School District in East San Jose), and builds a school around their needs which allow them to grow toward academic and personal success. ACE Empower Academy not only actively seeks out these students who have fallen far behind, but is fundamentally optimistic about their future. This optimism is contagious: it permeates the staff, the families, and eventually even the most disengaged student as well.

Every element of the school's 5th-8th grade middle school model is focused on developing a growth mindset; 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 Empower Academy's motto is *Grow, Everyone, Every Day*, and the motto is the school's expression of that optimism. It places growth as the school's most important outcome, and asserts 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 inspire hope in previously pessimistic students and families, and keep that hope alive; to help students and

families not only take the first step, but to keep walking, 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.¹

For a detailed explanation of how ACE Empower academic results reflect the success of this growth approach, please see below in the section entitled, "Impact of ACE Empower Academy Model on Student Achievement."

Role of Families: Engaging the Disengaged

To reach, recruit and retain ACE's target students and families takes a comprehensive, "hightouch" community outreach and engagement approach which both looks to inspire optimism about the possibilities of education and attract families who, for a variety of reasons, have opted out of school choice. ACE looks to engage the significant group of parents in the Mayfair neighborhood who have come to doubt and mistrust the notion that schooling is a pathway to success.

ACE believes that it is these families and students who potentially stand to benefit the most from a high-quality college-prep charter middle school like ACE Empower Academy, and therefore commits significant strategic and personnel resources to reaching, recruiting, and retaining these students and their families. The demographics at ACE Empower reflect successful efforts to attract those students who are statistically least likely to succeed in school, attracting even more than the District averages in most significant high-need subgroups:

Student Population	ACE Empower Academy (2015-16)	Alum Rock Union SD (2014-15) ²	
Low-Income (Free and Reduced Lunch)	93.7%	86.0%	
Latino	96.3%	78.8%	
English Learner	52.7%	47.4%	
Special Needs	13.1%	10.8%	

In order to successfully engage these families, ACE Empower Academy 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. ACE Empower is located in a permanent site in the Mayfair neighborhood, its home neighborhood, and has built up over the

¹ For a more detailed overview of the ACE Empower Academy Culture of Optimism, please see below in Section A, Educational Philosophy and Program.

² Most recent Alum Rock Union School District demographic data was taken from the Dataquest section of the California Department of Education website.

past eight years in the area a strong network of community partners and neighborhood leaders who support the school, ranging from the Mayfair Community Center, Somos Mayfair, Our Lady of Guadalupe Church and the Mayfair Neighborhood Action Committee. In addition, the ACE Board of Directors includes people with deep roots in the East San Jose community, including Board Chair Tamara Alvarado, who is the Director of the School of Arts and Culture at the Mexican Heritage Plaza and Elizabeth Alvarez, who runs the Franklin-McKinley Children's Initiative. ACE Empower staff are also continually engaging in community outreach to new families, as well as ongoing collaborative work with existing families.

Retention and "Backfilling"

ACE Empower also works hard to hold on to the students that it attracts, despite the fact that the families in the low-income Mayfair community it serves are often forced to move frequently due to financial reasons. Since 2012, Empower has averaged approximately 11% attrition each year, with another 10% of students moving out of the area and thus being forced to change schools due to transportation issues. In addition, Empower Academy "backfills" at every grade level; in effect, this means that when a space opens up in grade 5th-8th, ACE will offer a spot to students on the waitlist. Given ACE's focus on families who are less likely to be taking advantage of school choice either in the District or at charters, the ACE waitlist is rarely long. However, these waitlist students, as well as students moving into the neighborhood mid-year, are welcomed at Empower at all grade levels.

Impact of ACE Empower Academy Model on Student Achievement

At Empower, the focus in on seeing sufficient year-to-year growth that students are prepared for college-prep course work in high school once they leave 8th grade. While whole school metrics are important, it is the 8th grade results, and the growth that students show from 5th to 8th grade, that is the most important indicator of the success of the Empower program. For example, in 2013, the ACE 5th grade API was 644 (over 100 points lower than the lowest-performing elementary school in ACE's home district of Alum Rock), while the 8th grade API that year was 799, one point shy of the state target of 800.

The following is an overview of Empower student academic performance since the last charter renewal, divided into the following sections:

- 1. Empower Student Performance on California Standards Tests (CST)
- 2. Internal Assessments: Tracking Growth using On-Line Standards-Based Assessments
- 3. Next Steps: Improving Student Performance on SBAC

1. Empower Student Performance on California Standards Tests (CST)

Empower 8th grade performance on the CST, especially in STEM classes like Math and Science, has clearly demonstrated the effectiveness of the ACE growth model. Even though entering students at ACE average more than 2 years below grade level in academic performance, Empower 8th graders excelled³:

³ All scores based on California Standards Tests. Rankings based on reports from Innovate Public Schools and Educational Results Partnership. For the source documents for this data, please see Appendix A.

- In 2012, the ACE Empower Academy 8th grade ranked #5 among all middle schools in San Mateo and Santa Clara Counties in Latino Algebra I proficiency on the 2012 California Standards Test.
- That same ACE 8th grade class ranked #2 in the state in Algebra I and #7 in Science proficiency among comparable schools, i.e. schools with very similar demographics.
- In 2013, ACE Empower Academy 8th graders excelled again, especially in the area of Algebra I proficiency. In Santa Clara and San Mateo Counties, ACE Empower Academy was ranked #1 for English Learners and #6 for Latino students.

CST Science (through 2015): Strong Growth 5th-8th

Consistent with its mission of serving students who have struggled in traditional school settings, ACE recruits students to its middle schools who are well below grade level in most if not all subjects, and Science is no exception. 5th graders at ACE Empower Academy enter middle school well below students in the Alum Rock Union School District in science proficiency on state testing, as well as even further behind students across the state. The following table shows that ACE 5th graders enter the school well behind the District and State averages for students reaching Proficient and Advanced, and significantly exceed those averages by the time they reach 8th grade.

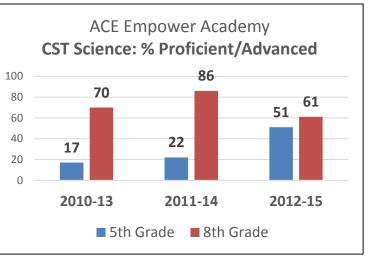
CST Science: Average % Proficient/Advanced 2011-2015

	ACE Empower Academy	Alum Rock USD	CA State Average
5 th	29%	50%	58%
8 th	71%	50%	65%
Change	+ 42%	0%	+7%

As the chart at right shows, each of the most recent ACE grade-level cohorts makes exceptional progress as they move from 5th to 8th grade. This is the primary focus of the ACE program: to attract students who have been left behind and to work with them until, when they leave 8th

grade, they have not only caught up but begun to excel.

A striking example here is the 2011-2014 cohort. By 8th grade, 68% tested as advanced and another 18% as proficient. <u>With 86% testing as proficient and above, a</u> <u>higher percentage of ACE 8th graders were</u> <u>proficient in science that year than in a very</u> <u>affluent district like Los Gatos Union School</u> <u>District</u> – a remarkable improvement for students who were largely well below grade level just three years before.



2. Internal Assessments: Tracking Growth using On-Line Standards-Based Assessments

ACE also uses a number of on-line learning platforms and assessments to give teachers, students, and parents a way to measure growth in real time. The most important goal at ACE is for students to make accelerated growth annually; this is measured using the NWEA test, an on-line adaptive norm-referenced assessment which provides a grade-level equivalent achievement level for all students.

ACE students make extremely strong growth based on results from the NWEA test. In 2014, when ACE was competing for a national grant, Empower Academy's NWEA data was analyzed by the California Charter Schools Association (CCSA). The following are some excerpts from their analysis:

- "While the percentages making their growth targets in reading and math are lower in the 5th and 6th grade, the percentage of student's making their growth targets increases each year, which indicates that the longer the students are in the ACE program, the more likely they are to make their annual growth target in reading and math."
- "The longer the students are in the ACE program, the higher their relative performance. The students in 5th grade are very low performing – over 60% score in the lowest 25% nationally on Reading. However the 8th graders, only 31% score in the lowest 25% nationally."
- "When we look at the RIT scores, the important thing to look at is the growth. As described above, the 5th graders and 8th graders look very different. And each grade in between appears to be making major growth. When we examine the 5th grade reading scores, the average RIT score is 197, which is a student reading at the 3rd grade level (2 grade levels below). Conversely, when we look at the 8th graders, with an average RIT score of 217, is a student reading at the 7th grade level (1 grade level below). So these results indicate the students are making up ground compared to the national norms."
- "[ACE] data show that almost 3 out of every 4 7th and 8th graders are making their growth target in Reading. Just over 50% of the students in 7th and 8th grade are making their math targets. Not as impressive as reading, but still strong performance."

2014-15 NWEA Results: Accelerated Growth

The following is a detailed analysis of the most recent year of NWEA data. As the data indicates, the ACE Empower program creates growth across the board, and especially shows accelerated growth for students who have been at the school for more than one or two years.

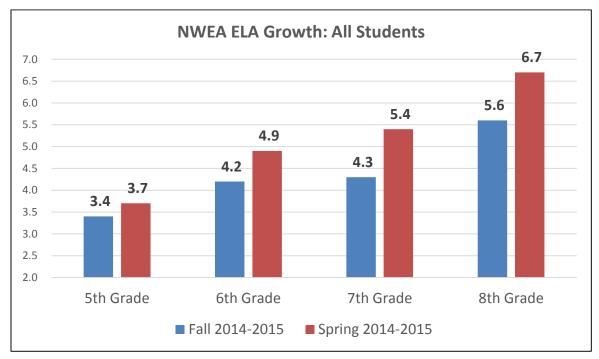
The data shows a pattern of accelerated, consistent growth: ACE students grow faster the longer that they are at ACE, and that by 7th and 8th grade they are making more than a year of growth annually, even in the highest-need subgroups.

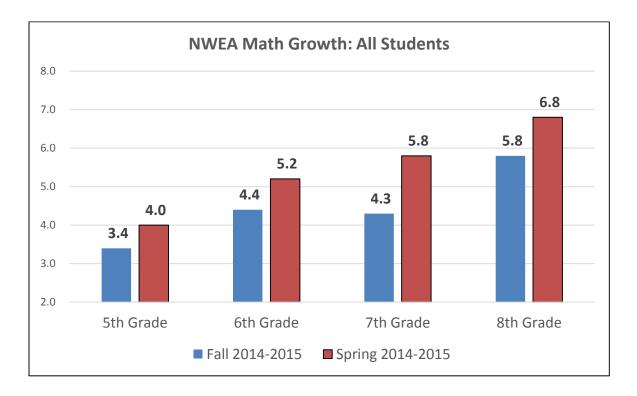
The following data is disaggregated to show All Students, Special Education Students, and English Learners. Since over 95% of Empower students are low-income Latino students, there is no

additional breakdown by ethnicity or socio-economic status. As with other subgroups, the growth of low-income and Hispanic/Latino students accelerates the longer they are at ACE Empower Academy. The 7th and 8th grade cohorts in 2014-15 exhibited accelerated growth in both Math and ELA.

ALL STUDENTS

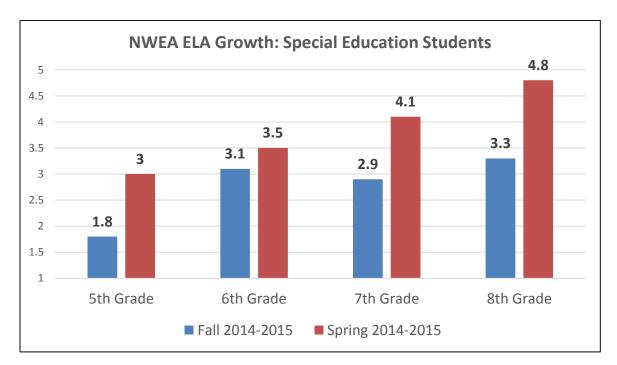
Growth in both ELA and Math accelerated over time, with 7th and 8th graders averaging over a year of growth. This reflects the overall pattern at ACE, where students begin to accelerate their growth more rapidly the longer they stay at ACE.

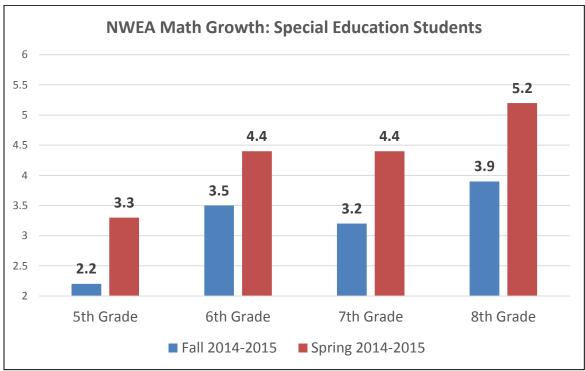




SPECIAL EDUCATION STUDENTS

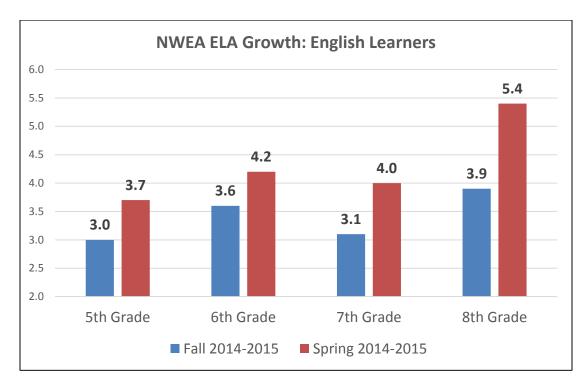
Growth in both ELA and Math accelerated over time, with 7th and 8th graders averaging well over a year of growth.

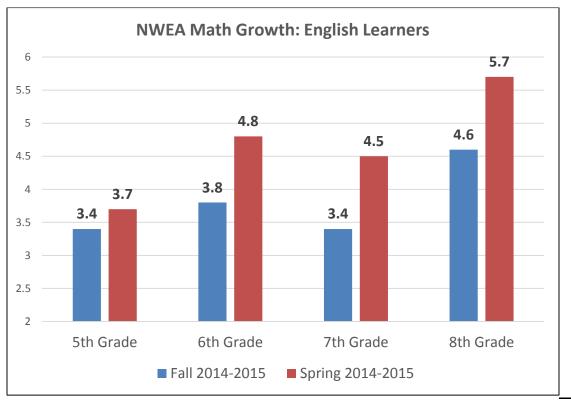




ENGLISH LEARNER STUDENTS

Growth in both ELA and Math accelerated over time, with 7th and 8th graders again averaging well over a year of growth.





Next Steps: Improving Student Performance on SBAC

The most important current initiative at ACE Empower is to improve SBAC scores for all students in all subgroups. In 2014-15, ACE Empower 8th graders scored the following on the SBAC:

	Met or Exceeded	Nearly Met	Not Met Standard
	Standard	Standard	
Math	11%	30%	58%
English-Language Arts	11%	39%	50%

These scores are much lower than Empower had projected during the year from its formative assessments, and necessitate a significant, comprehensive response from the school, which began in Summer 2015.

Empower Academy Response to SBAC scores

As a result of the low scores in 2014-15, Empower Academy has invested significant resources into improving teacher practice across the board. The school brought in a new instructional leader (one of the Co-Principals), increased the summer and during-year professional development for teachers and school leaders alike, and, perhaps most crucially, became the first school in California to join the nationally recognized Achievement Network (ANet) in order to significantly improve both its Common Core-based, SBAC-aligned formative assessments, as well as receive high-quality coaching for school leaders and teachers in areas such as data analysis and curriculum design.

In addition to improving the assessment and data analysis system at Empower, the school also ensured, through both the use of the Engage NY Common Core-based curriculum resource, as well as setting up more efficient on-line sharing mechanisms for curriculum between teachers, that all teachers have a rich Common Core-aligned curriculum resource for them to use in teaching to the standards.

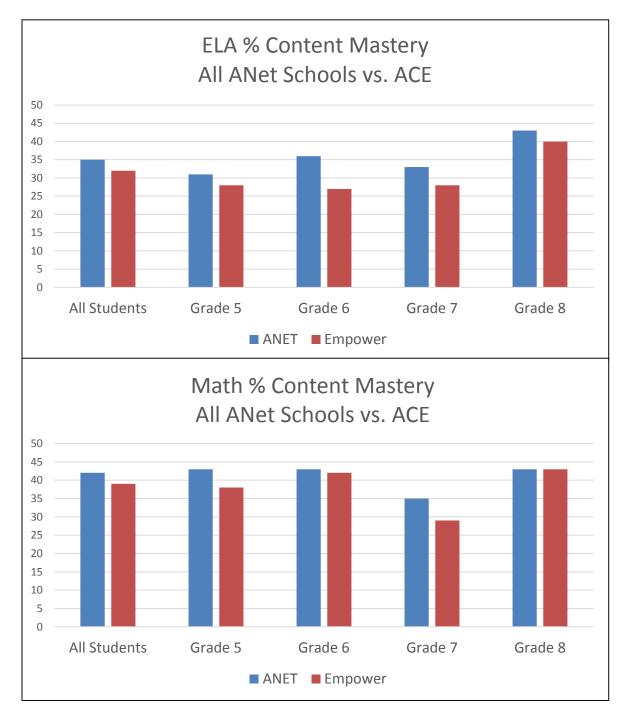
Achievement Network Profile

The Achievement Network (ANet) is a nonprofit education organization that works with over 500 district and charter schools in 10 states plus the District of Columbia. Most of these schools are located in the East Coast and Midwest and have been on the Common Core State Standards (CCSS) for several years. ANet has developed formative assessments that align to CCSS and that reflect the demands of state summative assessments. Partner schools (like ACE Empower) administer these assessments four times per year. The data from these assessments help teachers understand what students know and can do, and provide information about what students are struggling, with what, and why. ANet consultants also work with school leaders on how to respond to the assessment data to inform instructional plans going forward and well as to develop the principals to be better instructional leaders for their schools regarding the use of data.

Results provided from the formative assessments include the results for the school in question (e.g., ACE Empower Academy), as well as the results for students at the other ANet schools who

took the assessment. For instance, in 2015-16 there are currently 117 non-ACE schools in four states and the District of Columbia that participate in the same set of 5th grade assessments as Empower. As the charts below show, early signs are very positive that ACE students will improve their SBAC scores considerably in 2016, given that they are now reaching standards mastery rates comparable with schools nationwide who are at the vanguard of SBAC implementation.

ANet Schools vs. ACE Empower Academy Content Mastery % on Mid-Year Formative Assessment



Organizational Progress and Challenges

In the past five years since ACE Empower Academy's last charter renewal, the school has made some important organizational progress which has improved both the sustainability and effectiveness of the school:

• Building the ACE Empower "Playbook"

Over the past several years, ACE has codified its Culture of Optimism and College-Ready Confidence academic program in a playbook which connects best practices in the classroom to the particular needs of the ACE target student. Three times a year the school is visited by a group of ACE staff, families, and external experts to review how the school is implementing the best practices from this playbook, and gives school leaders and teachers usable feedback about how to continue to improve and refine the school program and implementation. To see the ACE playbook, please see Appendix B.

• Aligning assessment to the Common Core and to SBAC

As mentioned above in the discussion of 2015 CAASPP scores, one of the most significant challenges that faces ACE Empower staff and students is the performance of Empower students, especially 8th graders on the SBAC assessments. Empower has responded to this challenge with a considerable increase in investment in teacher training and coaching, as well as the partnership with the Achievement Network, which has provided SBAC-aligned formative assessments in Math and English-Language Arts based in the Common Core standards that help school staff really diagnose student success and areas of need. Mid-year results from this partnership indicate that Empower student performance on the SBAC will improve significantly in 2016.

• Increasing Sustainability for Staff

Over the past two years, ACE Empower has taken significant steps to ensure that teachers and other staff can thrive at the school. In several key areas, including compensation, daily workload, and effective professional development, Empower has made significant refinements to its program that have made it easier to attract and retain teachers who are successful in working with the ACE target student.

• New School Leaders and Support Staff

One very important positive development has been the advent of new leadership at Empower. Empower had the same very successful principal, Elena Luna, from 2011-2014. Ms. Luna was replaced in 2014-15 by a school leader who resigned after one year. However, in the 2015-16 school year, the school is led by co-Principals Shangrila Mia-Ramzan and Vu Long Trinh, who have immediately created a very strong staff culture and have overseen very significant improvement in student performance on formative mid-year assessments aligned with the SBAC. Ms. Mia-Ramzan and Mr. Trinh each have at least eight years of classroom experience (Ms. Mia-Ramzan as an elementary teacher in Franklin-McKinley, Mr. Trinh as a Special Education teacher in Oakland) as well as administrative experience in urban charter schools, and this experience has translated into immediate improvements and progress on campus.

In addition, several key support staff were added to the ACE central office who have had a direct, positive impact on the Empower Academy program. These new staff members include:

- 1) Manager of Data, Analytics and Information who helps school leaders and teachers collect, analyze and respond to disaggregated student data, as well as helping the school collect and share curricula and materials
- 2) Talent Acquisition and Development Manager, who is working closely with Empower leaders to recruit mission-aligned teachers who have a track record of impact with the ACE target student
- 3) Teacher on Special Assignment (Science), who is working with Science teachers to develop and implement curricula based on the Next Generation Science Standards
- 4) Community Outreach Manager who works with parent leaders in the design and implementation of the Parent Leadership Council and supports the school with effective community outreach practices
- Another crucial element of the Empower program is a physical proximity to the families it serves. Since the last renewal, Empower has built a permanent site on land leased from the Alum Rock Union Elementary School District, and is in the process of capitalizing on a state grant to build a Multi-Purpose/Community Room on campus for community meetings, assemblies, and performances.
- In the last five years, ACE Empower Academy has continued to grow stronger from a fiscal
 perspective. All fiscal audits have been successful, the school has built up significant
 reserves, and no longer conducts any private fundraising whatsoever to support the
 program. In addition, Empower was able to secure financing to build a permanent site in the
 Mayfair community, and is in the process of building a new Multi-Purpose/Community room
 on the campus.

TABLE OF MODIFICATIONS

The following table summarizes some of the more significant changes at ACE Empower Academy since July 2011.

SECTION	MODIFICATION
General Changes	ACE Charter School changed its name officially to ACE Empower
	Academy.
	Mission Statement revised to increase focus on the concept that the
	ACE Empower target student is one who has been poorly served by
	traditional comprehensive school model.
	Backfilling of students began at all grade levels, including 8 th grade.
	Developed ACE Empower Academy Playbook to codify and summarize
	key elements of school program.
	New positions were added to the ACE central office in 2015 to support
	the needs of ACE Empower Academy and other ACE schools:
	Manager of Data, Analytics and Information
	Talent Acquisition and Development Manager
	Community Engagement Manager
	In 2014-15, a compensation and benefits benchmarking study was
	undertaken by ACE with respect to all school administrative,
	certificated and classified staff positions (vs. the compensation and
	benefits of the school districts in which ACE operates) and as a result
	increases were implemented to the compensation and benefits
	structure of the employees at ACE Empower Academy.
	New Leadership: ACE Empower Academy is currently led by co-
	Principals who started in their new roles in 2015.
	The use of the STAR program to monitor student progress has been
	replaced by the CAASPP system.
	There is no longer any fundraising projected for ACE Empower
	Academy; the school is fully sustainable on public funds alone.

Educational	The ACE Cascade strategies, objectives and metrics have been added. The term "Cascade" comes from the process used to refine and ensure alignment throughout the ACE organization, from the Board of		
	·		
Philosophy and	·		
-	Directors on down, of ACE's strategies, objectives and metrics to ensure		
	student and organizational success.		
	Course offerings as well as instructional materials have been revised to align with the Common Core standards and the SBAC assessment.		
	The program for English Learners has been aligned with new English Language Development standards.		
	New online learning platforms (Achieve3000, Revolution Prep, etc.) have been added to improve personalization of curriculum and instruction.		
	New Teacher Evaluation program piloted in 2015-16 for full implementation in 2016-17.		
Section B:	All measurable outcomes have been revised to align with the CAASPP		
	and the requirements of the ACE Empower Local Control Accountability		
	Plan (LCAP).		
Outcomes			
Section C:	ACE has added formative assessments from the Achievement Network,		
	which are Common Core standards-based and SBAC aligned, as the key		
	formative assessments in English-Language Arts and Math.		
Progress			
Section D:	Changes in members of the Board of Directors: Three new ACE Board		
	Members have been added and four former members have departed.		
	ACE is in the process of replacing the former parent Board member.		
	ACE Charter Schools' Articles of Incorporation and Bylaws have been amended to reflect the additional schools that it now operates.		

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide 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, in 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 charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that ACE Empower Academy meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix C, CDE DataQuest Reports):

Legal Requirements for Charter Renewal Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal		
Renewal Criteria		
 Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in two of the last three years.* 	Yes; 2012 rank of 8 and 2013 rank of 4	
2. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Not Applicable	
3. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.	Not Applicable	
(Source: CDE DataQuest, accessed December 21, 2015)		

*Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

ACE Empower Academy clearly meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing "the most recent API calculation" as allowed per Education Code Section 52052(e)(4)(A).

The California Department of Education ("CDE") published the following chart⁴ which summarizes available state level API data in order to analyze "the most recent API calculation," including data for charter schools subject to renewal in the 2015-16 school year and how such data shall be used in charter renewal determinations pursuant to Education Code Section 47607(b).

⁴ See CDE Charter Renewals FAQs, Section 11, *Academic Performance Determinations for Charter Renewal,* available at: http://www.cde.ca.gov/sp/cs/re/csfaqsect11.asp.

Year	API Growth	Assessment Data	School Rankings
2015-16 School Year	No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures	scores for math	use 2012 and 2013 rankings for 2 of

Analysis of Charter Renewal Criteria – Schoolwide

As seen in the CDE chart above, in the 2015-2016 school year (the year that ACE Empower Academy's charter renewal petition will be considered), the CDE directs us to evaluate ACE Empower Academy's "2012 and 2013 rankings for 2 of the last 3 years."

ACE Empower Academy had a similar schools rank of 8 in 2012 and 4 in 2013. Therefore, ACE Empower Academy meets the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as "a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052." EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

As demonstrated below, ACE Empower Academy's outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

ACE's mission is to support students who have fallen behind by the time they enter middle school in their efforts to grow rapidly toward grade-level proficiency. The most important metric of that growth is how students perform by the end of 8th grade. A review of the 8th grade student results reflects very strong performance by significant pupil subgroups, including low-income students, Latino students, and English Learners.

ACE Empower Academy has a strong track record in supporting academic achievement by its student subgroups. Despite ACE's focus on recruiting middle school students in East San Jose that

are well below grade level in math and English language arts, student academic growth is significant between when then enter ACE and when they graduate 8th grade. Key student achievements include:

- Innovate Public Schools published a report in December 2013 that reflects that ACE Empower Academy ranked highly in Algebra I proficiency on State testing earlier that year among Silicon Valley middle schools that have a significant percentage of certain student subgroups. Specifically, in terms of Algebra I proficiency ACE Empower Academy ranked:
 - #1 for English Language Learners
 - #6 for Latino students
 - #8 for low-income populations.⁵
- 2. The ACE 8th grade class in 2012 also ranked #2 in the state in Algebra I and #7 in Science CST proficiency among schools with comparable demographics as relating to low-income and English Language Learner populations. ⁶
- 3. NWEA

ACE students take the NWEA assessment to track annual growth. ACE students show improved growth on the NWEA the longer they are at ACE; by the time students reach the 7th grade, they average more than one year of growth annually. This is true for all subgroups. For a further analysis of NWEA scores at Empower, please see the Executive Summary.

⁵ Broken Promises: The Children Left Behind in Silicon Valley Schools, published by Innovate Public Schools in January 2014. Full report available at www.innovateschools.org. For the source document for this data, please see Appendix A.

⁶Per the Educational Results Partnership website (www.edresults.org), there were 102 comparable schools in California in 2011-12 in terms of having high percentages of students who are socioeconomically disadvantaged (at least 90%) and English Language Learners (at least 40%). The ACE rankings were based on schools who participated in 2012 California Standards Test in Science (101 schools) and Algebra I (41 schools). For the source document for this data, please see Appendix A.

A. EDUCATIONAL PHILOSOPHY AND PROGRAM

<u>Governing Law</u>: A description of 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)

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

MISSION

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. ACE Empower Academy is a 5th-8th grade middle school that recruits incoming students who have fallen significantly below grade level. The school's graduates will enter 9th grade having closed the racial and ethnic achievement gap in core subject areas as measured by statewide, Common Core-based assessments. In addition, students will possess the skills, knowledge, and work ethic to thrive in a rigorous college-prep high school curriculum.

EDUCATIONAL PHILOSOPHY

The educational philosophy of ACE Empower Academy is based on the growing body of research which decisively shows that 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.

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 among the most successful "gap-closing" schools, all of which form a central part of ACE Empower Academy'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 Common Core State Standards
- 4. Using **purposeful professional** development to improve teachers' skills.

In addition to these four pillars of school design, ACE Empower Academy philosophy adds two key elements that are aimed directly at best serving low-achieving 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**

The entire ACE Empower Academy program is built around these six elements. The philosophy of ACE Empower Academy 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.

TARGETED SCHOOL POPULATION

ACE Empower Academy is a small college-prep 5th-8th grade middle school of 400-600 students serving all students who wish to attend subject only to capacity. The school will reach its targeted enrollment in the 2017-18 school year with approximately 450 students primarily ranging in age from 11-14 with an average class size of 28 students.

ACE Empower Academy actively recruits and focuses its educational program on a student population that is performing significantly below grade level in English-Language Arts and/or Math. In prior years, the school used student CST scores (from the Standardized Testing and Reporting (STAR) program) to monitor student progress. Given that the STAR program has ended and been replaced by the California Assessment of Student Progress and Performance system (CAASPP), the school no longer uses CST scores to evaluate student progress. Schools across California, including ACE Empower Academy, have recently implemented the Smarter Balance Assessment Consortium (SBAC), which is part of the CAASPP system. As available, the school intends to use SBAC scores to monitor student progress. ACE Empower Academy also uses NWEA MAP RIT scale scores to track student progress.

Growth Plan: 2016-17 to 2019-20

Grade Level	2016-17	2017-18	2018-19	2019-2020
5 th	60	60	60	60
6 th	120	128	126	134
7 th	120	130	135	124
8 th	120	132	129	132
Total	420	450	450	450

ACE Empower Academy will grow to 450 students in the 2017-18 school year. At capacity, ACE will enroll new students, and will continuously enroll vacated spaces due to attrition. The school expects to experience some minor attrition over time but generally expects enrollment to increase from 2016-17 to 2019-20. ACE Empower Academy will continuously review attrition data, and will adjust its projections should enrollment figures prove different in any way from initial projections.⁷

Current Student Demographics

The following table shows the number of students by ethnic category for the next four years; in 2017-18 ACE will reach its targeted enrollment. Projections for subsequent years are based on the percentage of students in each ethnic category in 2015-16.

Ethnic Category	2015-16 %	2016-17	2017-18	2018-19	2019-20
American Indian	0.28%	1	1	1	1
Asian	1.99%	7	8	8	8
African-American	0.57%	2	2	2	2
Hispanic	96.3%	406	435	435	435
Pacific Islander	0.0%	0	0	0	0
White	0.57%	2	2	2	2
N/A	0.28%	2	2	2	2

ACE Empower Academy 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 ARUSD. Because of the school's specific target student, the school's racial and ethnic balance may vary somewhat from ARUSD as a whole.

⁷ ACE's current enrollment is lower than it was two years ago due to the fact that there are two ACE schools currently located on one campus in Alum Rock. These two schools have a combined enrollment that exceeds the 2016-17 projection. Starting in 2016-17, the other ACE school will no longer be located adjacent to Empower Academy, and target students in the Empower neighborhood will have one ACE to attend rather than two.

ENROLLMENT AND ATTENDANCE REQUIREMENTS

ACE Empower Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. Although ACE Empower Academy exclusively targets low-achieving pupils, the Charter School is a free public school open to all California residents without regard to prior academic achievement or the residence of the pupil or his or her parents in the State of California except as is required by Education Code Section 47605(d)(2)(B). Students shall be considered for admission without regard to ethnicity, national origin, gender, gender expression, gender identity, disability or sexual orientation or any other characteristic described in Education Code Section 220. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in the Charter School.

ACE SCHOOL DAYS

For families who have accepted enrollment at ACE Empower Academy, they will receive a series of invitations to community events to get them prepared for their student's transition to the school. One of the many events include a summer orientation were families are present with the information regarding our school day, attendance expectations and school year calendar. At ACE families should expect to receive no less than the number of school days the local districts offer. In the 2015-2016 academic year, ACE offered 180 school days, with the regular school days starting at 8:00 am and ending at 2:54 pm on regular schedule days and ending at 1:54 pm on minimum days (Thursdays).

After School programs are offered every day that school is open and commence immediately after the regular schedule of classes and end at 6:00 pm. The programs consists of blocks that are devoted to a multitude of activities. Students are provided with support in completion of homework. Extracurricular activities include swimming, arts and crafts and sports. In addition, program instructors work collaboratively with school leaders to plan and implement a variety of thematic events throughout the year, such as the annual winter festival.

Classes start mid- August and end the first few weeks of June. Summer classes may be offered depending on student need and budgetary capacity. Summer classes can start as early as the Monday after the regular school calendar ends.

ACE Empower Academy shall meet or exceed the minimum required annual instructional minutes pursuant to Education Code Section 47612.5(a)(1). Please see Appendix D for the school's daily schedule and yearly calendar. Note that the school's calendar and class schedule may change annually but will be subject to Board approval to ensure the school is in compliance with required minutes and days.

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 et seq. and its

implementing regulations. At ACE Empower Academy, independent study contracts may be granted for a student on a very limited and short term basis for one of the following reasons: extended illness, which shall mean an illness lasting more than three (3) consecutive school days or attendance of a funeral services for a member of the immediate family. Independent study requests will all requested to and granted by the Principal or designee.

AN EDUCATED PERSON IN THE 21ST CENTURY

ACE Empower Academy prepares its graduates for life-long success, with the knowledge, work habits, and attitudes that help them thrive in 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 provide a springboard for students and families who are extremely underrepresented in college. In order to go on to succeed in college and in their chosen profession, 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 State Standards

But knowledge and skills will not be enough to ensure that the school's graduates will thrive in the world after middle school; the school program and culture also focuses on helping students develop the habits, attitudes, and work ethic necessary to sustained success, a combination of attributes that the school calls *Ganas*, a Spanish word which can be translated as desire, will or effort. The concept of *Ganas* 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.

HOW LEARNING BEST OCCURS AT ACE EMPOWER ACADEMY

ACE Empower Academy codifies its mission, and the specific elements of the core academic program and school culture that are designed to ensure the school meets its mission in a document called the "ACE Cascade." It is called the "Cascade" because it clearly defines how the ACE Mission "cascades" through the entire organization and ACE Empower Academy.

ACE Empower Academy is a traditional classroom-based school with an academic program that is built to effectively implement an academic program based on the Cascade strategies and objectives. The following section details how ACE Empower Academy creates a learning environment where the work of all stakeholders is directed at ensuring these elements are implemented to best support the low-achieving student that the school is designed to serve.

The following is the ACE Cascade, which includes 1) the ACE Mission, 2) the key strategies to achieve that mission (i.e. the Culture of Optimism and the College-Ready Confidence academic

program), 3) the specific objectives for each strategy, and 4) the metrics ACE uses to measure progress toward achieving the objectives.

ACE CASCADE

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.

STRATEGY 1: Promote and Instill a Culture of Optimism

ACE attracts students who have been served poorly by the traditional system. ACE staff create 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.

Objectives	Specific Metrics
ACE attracts and retains students who have been served poorly by the traditional system	 75% new 5th & 6th graders ≥2 years below grade level on NWEA Reading, Math 90% students stay at ACE for entire year + return following year School % low-income, English Learner, Special Education subgroups exceeds % of home district School % of suspensions, expulsions lower than closest district school 110% of enrollment target reached by June 1
School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning	 Each school demonstrates proficient culture (based on Culture of Optimism Rubric) by year end 90% of students/families/staff say ACE culture is effective in promoting culture of optimism
Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes	 90% of students can state independently state academic goals (CAASPP, NWEA, GPA), their current progress toward those goals, and what actions they are taking to achieve goals 90% average daily homework completion 96% average daily attendance 75% of families meet monthly participation goal 90% of students/families/staff are confident that students will be ready to attend and succeed in college by the time they graduate high school

ACE CASCADE (Continued)

STRATEGY 2: Build Students' College-Ready Confidence

ACE's academic program provides students with the tools to acquire the knowledge and skills necessary to confidently choose and complete a four-year college.

Objectives	Specific Metrics		
Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.	 Each school demonstrates proficiency on College-Ready Confidence instructional rubric by year-end 		
Previously low-achieving students make expected rapid academic growth	85% of students and subgroups achieve 1.5 years growth on NWEA math and reading		
Students prepare for college by attaining proficiency in challenging, standards-based course work	 % Proficient for Year 3 and Year 4 students on CCSS-based assessments equal to average % Proficient for non-low SES students in CA % Proficient for Year 2 students on CCSS-based assessments equal to average 80% of % Proficient for non-low SES students in CA % Proficient for Year 1 students on CCSS-based assessments equal to average 60% of % Proficient for non-low SES students in CA % Proficient in Writing: 30% of Year 1, 50% of Year 2, 75% of Year 3+ students score proficient or higher (Level 3 proficient) or move up one level on 4 point writing rubric 		

CASCADE STRATEGY 1: Culture of Optimism

The Cascade reflects the ACE belief that learning best occurs when founded in a *Culture of Optimism.* The entirety of the ACE Empower program is designed to support students who enter ACE lacking both optimism that they have the skills and habits necessary to succeed in college-prep courses in high school, in college, and beyond.

At ACE Empower, we believe that a schoolwide culture students learn to be optimistic about their academic and personal future is crucial to academic success. ACE 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 college and life. As the Cascade states, there are three key elements to the ACE Culture of Optimism:

Elements of ACE Culture of Optimism

- 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

The section below details how the ACE program is designed around these elements.

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 school.

Once these students and families have joined ACE, they are immersed in a schoolwide culture that is reflected in the ACE motto: **Grow, Everyone, Every Day**. 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. 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 your 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 ACE. For ACE 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.

"1.5": the ACE focus on Growth

The ACE commitment to the growth mindset is perhaps best reflected in the way that individual student academic targets are set. **Each student has a growth target of 1.5 years annually in Reading and Math—the focus is on accelerated growth rather than solely proficiency.** This allows underperforming students to have an ambitious, reachable academic annual goal which allows them to be aspirational about their academic progress even if their goal is well short of grade-level proficiency. For instance, a 6th grade student coming in at a third-grade reading level (3.0) would be expected to reach the middle of fourth grade (4.5) by the end of the year. This would still be well below grade level, but would put that student on an accelerated growth track that will eventually lead to grade-level proficiency.

This focus on "1.5" is reflected in part of the ACE Empower school model: it is posted in every classroom, it is at the heart of every student's Personal Growth Plan (see below for further detail on the Personal Growth Plan), and it is the focus of the most important schoolwide

celebrations. Students also engage with their parents during twice-annual Student-Led Conferences where they describe their progress toward the 1.5 goal, and it is not at all uncommon for parents to be very familiar with their child's specific goal and progress toward it. For families who have experienced significant failure in elementary school, the 1.5 goal system gives them (and their children) a goal which, when reached, is a true driver of optimism and college ambition.

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

A crucial piece of ACE Empower Academy 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 inspire growth and promotes student learning. At ACE Empower Academy, 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 will be engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.

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

The Student Engagement System (SES) at ACE is designed as a vital structure to help reinforce the school values of Respect, Pride and Ganas as fundamental elements of the Culture of Optimism at ACE. Within the SES are structures that allow schools to celebrate student growth, risk taking and achievement.

Student Engagement System

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 we feel confident that students have been set up for success. In addition to these key elements, another fundamental piece of building our 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 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 we are holding students accountable when they make choices that have the potential to allow them to step

off the path to college and career success.

At ACE, our Student Engagement System (SES) is the system that is used to ensure that the school is both celebrating student growth and achievement related to the culture of optimism as well as holding students accountable and teaching them when better choices need to be made. The SES quickly helps students learn new habits and actions that will contribute to their success.

The Student Engagement System at ACE has several fundamental elements:

- It must be 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 must be simple and easy for staff to use
- It will eliminate wasted time and increase time on task
- It is not the end goal, but a tool to result in increased student achievement
- Staff must receive adequate training and norming on the system throughout the year

Individual Positive Incentives: Merits and the RPG Score

ACE's Merit program acknowledges individual acts of good citizenship that promote a positive community. Staff members use this system to acknowledge when students are exceeding expectations and doing their part to build our culture of optimism. Students earn Merits for each of the Respect, Pride and Ganas (RPG) core values. When Merits are earned students earn additional points toward their RPG score. Examples of specific actions that might earn a Merit include:

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

Celebration of Incremental Improvement and Growth

The Cascade specifically calls upon ACE Empower to plan to provide students and families with rich opportunities to participate in celebrations at school. Some of these opportunities for celebration are tied to student growth, risk taking, and achievement, while others are tied to ACE school values. ACE Empower also ensures that there is significant time for enjoyment that has nothing to do with academic growth and achievement, cultivating a school environment that fosters fun and good times for all of our students.

In order to ensure that time is always taken to celebrate progress and deepen the sense of community at the school, ACE Empower has a system of celebration that is comprehensive and looks to celebrate students who grow.

As part of the celebration initiative, Launch is a weekly event where the whole school community comes together in assembly. 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. Grade level awards are presented, as well as a special *Ganas* award that is presented by School Leaders. Launch is also a time 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 also recognized via classroom celebrations in advisory and other class periods. All staff members at ACE Empower Academy 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, on a consistent basis.

Please see Appendix E for the 2015-16 year-long culture calendar that is explicitly focused on community engagement and celebration.

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 ACE Empower, this means first and foremost that students take ever-increasing responsibility for their own learning. This responsibility is reflected in each student's Personal Learning Plan (PLP). In their PLP's, students set and internalize annual academic growth targets that are calculated based on where they began the year: each student is expected to grow 1.5 years annually in Reading and Math. A crucial element of the PLP (and the Advisory program that supports the development of each student's PLP) is an emphasis on student

reflection on and commitment to specific learning strategies to help them achieve their goal.

For the PLP template used by all ACE students, please see Appendix F.

Parent Engagement in Culture of Optimism

Another key element of retaining the ACE target student is a deep and sustained connection with the families that the school serves. ACE works constantly to bridge the gap between school and home by working closely with families to support student learning. At ACE, 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.

While ACE Empower Academy will have 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 Empower 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 Empower LCAP and participating in quarterly audits of the school program. For the most recent agendas and minutes of the Empower Academy Parent Leadership Council, please see Appendix G.

Families also take a leadership role in the following:

- 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
- Discipline process with school family meetings and student behavior contracts that involve the family in entire process
- Regular teacher communication to families (letters and phone calls) to keep families abreast of student successes and problems where parents are encouraged to come on campus and engage with the learning process
- Monthly Coffee with the Principal (Cafecito) where families and community members can talk to school leaders and ask questions or voice concerns

In addition, a significant proportion of ACE Empower Academy's administrative and teaching staff speak Spanish, and the school will work to ensure that translation services are available for families who speak languages other than Spanish.

Culture of Optimism In Practice

The entire ACE Empower 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 an ACE 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 would likely see the following, providing evidence that a Culture of Optimism was being developed:

- Visitors would be greeted by ACE students who would proudly inform them of their names and provide an overview of their academic work and welcome the visitor to ACE with a handshake and an eagerness to engage.
- Teachers on campus would be taking active steps to positively interact with students, holding them accountable to school-wide expectations. This would include greeting students in the morning with a firm handshake and a smile and finding opportunities to genuinely engage students both inside and outside of the classroom. Teachers would give students ample opportunities to demonstrate their school's core values throughout the day.
- In classrooms, students would be deeply and authentically engaged in their learning. Classroom teachers would be delivering engaging lessons and holding students to exceptionally high expectations at every turn. In response, students would understand expectations for them and would rise to the occasion. Students would participate in academic-oriented debate about the topic at hand and the teacher would facilitate these discussions expertly, allowing students to deepen and expand their knowledge.
- Throughout the day, ACE students would be offered opportunities to explore not only academic topics but would also be able to reflect 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 would be observed consistently throughout the school day and would offer a glimpse into how masterful teachers build a culture of optimism with students. Visitors might observe a launch assembly in which students were being honored for their academic achievement and growth. The assembly would also build optimism by representing the non-academic interests of students.
- On a typical day a visitor would also see parents interacting with the school in genuinely collaborative activities, and the parents would be able to articulate to the visitor the growth and progress their child has made, as well as their long-term goals.

In essence, all interactions between ACE family 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.

How ACE Measures the Success of the Schoolwide Culture of Optimism

At ACE Empower, the successful implementation of the Culture of Optimism 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. This measurement process has three key elements:

1. ACE Empower Academy Playbook

The Empower Playbook clearly defines the most crucial strategies and initiatives that comprise a successful Culture of Optimism. This playbook is the foundation of a significant amount of Professional Development, both in the summer before the school year begins and during the school year, as well as coaching from school leaders, department heads, and peers.

2. Growth Cycle Audit

Four times a year, a visiting team made up of ACE staff and external experts visits ACE Empower and conducts an audit of the Culture of Optimism practices enumerated in the Playbook using an audit tool developed internally at ACE. The audit comprises multiple classroom visits to all Empower classrooms, as well as focus groups with students and parents. Twice yearly, the audit also includes survey data from staff, students, and families.

3. Growth Cycle Report to School Leaders/Next Cycle Action Plan

After each audit, Empower receives a comprehensive Report which details areas where the school is successfully implementing a Culture of Optimism, as well as defining growth areas. The Empower 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.

After audit, each Empower teacher receives a comprehensive report which details areas where he/she is implementing a Culture of Optimism as well as College Ready Confidence. Each teacher then meets with his/her coach to create personal growth audit goals to work on.

The ACE Empower Playbook can be found in Appendix B, while the Growth Cycle Audit Tool and the most recent Growth Cycle Report are all included in Appendix H and I.

CASCADE STRATEGY 2: Building College-Ready Confidence

ACE Empower 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 for college and life success. The ACE academic program is designed to provide students with the tools to acquire this knowledge and skills which put them on a track to confidently choose and complete a four-year college education. As the Cascade states, there are three key elements to the ACE College-Ready Confidence Academic Program:

Elements of ACE College-Ready Confidence Academic Program

- 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

Overview

The following summary gives a brief overview of how ACE Empower defines an academic program which ensures that students are building College-Ready Confidence; for more detail regarding the individual elements here, please see the section entitled "ACE Empower Academy Academic Program" below.

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

Data-Driven Decision Making and Curriculum Design

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

ACE Empower Academy's target students—especially English Learners and Special Needs students— need individualized support to meet the school's high expectations and accelerated pace. This personalized support will include differentiated instruction; ability-based grouping in Reading and Math intervention courses; individual student interventions, as well as access to highly personalized computer-based programs. All of the work through these support structures will be driven by student achievement data, especially the ongoing formative assessments in Reading and Math, as well as data from the California Smarter Balanced Assessments (SBAC) and other Common Core-based assessments.

Rich Curriculum Aligned to Common Core State Standards

ACE Empower Academy curricula and instruction are designed to best support students who have fallen behind by 5th and 6th grade in Language Arts and Math by helping students acquire a broad base of knowledge and skills in core subject areas, as well as key academic strategies and work habits. The curriculum is based on research-based programs that have shown greatest success in helping low-achieving students reach academic proficiency.

In order to achieve grade-level proficiency, students need to master the content and skills set out in the Common Core State Standards. Because the school's target student is already performing at two or three years below grade level, the school faces the challenge of simultaneously bringing students up to grade-level by filling in existing gaps in learning while also addressing current grade-level standards. ACE Empower Academy accomplishes this mission by providing students with both grade-level course work and necessary remediation at the same time, ensuring that students avoid falling further behind while closing gaps in skills and content knowledge.

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

The goal that unifies ACE Empower Academy community is that by the time they enter high school, all students will be prepared to succeed in a college-prep high school program. The work of students, staff and families at ACE Empower Academy is animated by an unwavering commitment to the goal of academic success for all. The entire academic program is designed to provide a finely calibrated balance of challenging standards-based core curriculum with the interventions and remedial course work necessary to help the school's target student catch up and then excel.

The school structure—the use of time, the allocation of staff and resources, the school culture, the close collaboration with families—is also implemented with the goal of maximizing student mastery of the state standards. Such key elements of the school program as the small school size, daily schedule, daily Launch and weekly Assembly)—all of these structures and programs are developed to ensure that previously low-achieving students have the tools, time, and work ethic necessary to accelerate their growth and leave ACE Empower academically and personally prepared to succeed.

Role of ACE Staff in Helping Students Grow

Through their efforts, ACE 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 ACE, college is where they belong.

The ACE 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 ACE is legitimate college-prep work, that their growth and success is an authentic sign that they are ready for college. For this reason, course-work at ACE must be not only challenging but specifically prepare them for the rigors and expectations of four-year college work.

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

At ACE Empower, that the most vital ingredient in establishing a school where students can reach proficiency is the efficacy of our teachers. ACE 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.

ACE Empower Academy teachers will help students reach the school's ambitious academic goals with instructional practices that are precisely designed to help students master Common Core State Standards, and varied to meet student needs and interests.

Philosophy of Instruction

The key elements of quality instruction at ACE Empower are 1) Planning of curriculum aligned to State Standards, 2) Providing students with varied instructional strategies, and 3) Building student engagement.

Planning: ACE teachers spend a significant amount of their time ensuring that their lessons are aligned to Common Core State Standards (CCSS) or the Next Generation Science Standards (NGSS), that they are engaging and that they lead students to significant academic results. Teachers know that their own content knowledge is a vital aspect of being an effective instructor, so part of their planning involves learning the content itself (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 ACE, one of the core development goals of all of our teachers is to constantly strive to make lessons more appropriately challenging for our 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, 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.

Varied Instructional Strategies: Additionally, ACE teachers provide 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 ACE, one of the core development goals of all of our teachers is to constantly strive to make lessons more appropriately challenging for our 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, 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.

Student Engagement: Teachers at ACE implement lessons that foster a sense of enthusiasm in students that is evident in the quality of their work and their eagerness to participate. While teachers utilize the reward system on a regular basis, they also 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.

ACE teachers use strategies for increasing student buy-in to the mission and goals of the school, as well as for being part of our community. 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.

Professional Development to Support Student Achievement

The professional development program at ACE Empower Academy is specifically designed to support the school's intensive focus on rapid growth to proficiency for students who enter middle school far behind their peers, as well as helping students develop the personal values and habits of work and mind they need to succeed in school.

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

- Standards-based curriculum and assessments
- Schoolwide literacy program, with focus on reading and writing strategies in the content areas
- Differentiation of instruction to meet varied student needs, especially those of English Learner and Special Needs students
- Learning and test-taking strategies in the context of course curricula

COURSE OFFERINGS

Students at ACE Empower Academy are enrolled in the following courses:

- 1. Humanities (English-Language Arts/History-Social Science) Core
- 2. Math
- 3. Science⁸

⁸ In 2015-16, 7th Graders do not take Science. Instead, they take Cultural Studies. Starting in 2016-16, all students are expected to take Science.

4. Advisory

At some point during their time at ACE, all students are also enrolled in the following classes:

- 1. Cultural Studies
- 2. Enrichment Courses which include opportunities for physical activity and sports games

These courses are based on the California state frameworks and standards for each content area and each grade-level. They are heterogeneously grouped, with students of all ability and language levels participating. Differentiation and English Language Development support is incorporated into each course to ensure that each student receives both the challenge and assistance they need to be successful. This core coursework uses grade-appropriate instructional materials.

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

The Humanities Core provides grade-level, standards-based instruction in English-Language Arts and History-Social Studies according to the Common Core State Standards. The model for instruction in the Humanities core is based on the Reading and Writing Workshop Model and includes an additional block dedicated to the delivery of History-Social Science content.

The Reading and Writing Workshop Model, developed by Irene Fountas and Gay Su Pinnell, incorporates multiple components to support the development of students' literacy skills, including Guided Reading, Independent Reading, Literature Study, Teaching for Comprehension and the Reading and Writing Connection: Writer's Workshop.

The curriculum is organized around the topics and themes of the grade-level History-Social Science framework (5th grade--United States History and Geography, Making a New Nation; 6th grade—World History and Geography, Ancient Civilizations; 7th grade—World History and Geography, Medieval and Early Modern Times; 8th grade—United States History and Geography, Growth and Conflict). Thus, much of the History-Social Science content for each grade level is delivered through English-Language Arts instruction.

Many of the fiction and nonfiction texts chosen for reading instruction and the topics chosen for writing instruction will emphasize the HSS content for that grade-level. For example, the 5th and 8th grade curricula will include historical fiction from various periods of American history. The 6th and 7th grade curricula include novels and folk tales from the various cultures, countries, and time periods being studied. Other nonfiction materials related to the HSS content for that grade-level are also utilized for instruction.

The Humanities core uses a variety of texts, including fiction and nonfiction trade paperbacks, primary sources, articles and reference materials. The choice of these curricular materials facilitates:

- Thematic instruction that addresses both ELA and HSS content and standards
- Differentiation of instruction, based on reading level and student interest
- Independent reading at each student's instructional reading level

- Motivation and self-directed learning through student choice of texts
- Opportunities for collaborative learning through literature circles

As California approves more and more textbooks aligned to the Common Core, ACE will examine and consider adopting them.

During the Guided Reading portion of the Humanities block, the teacher provides direct instruction in reading comprehension strategies using a common text for all students. The teacher explains the strategy and demonstrates its use. Students then engage in group 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 during the Guided Reading portion include those from the Reading Comprehension and Literary Response and Analysis sections of the Common Core State Standards. Texts to be used include short stories, articles, portions of novels, and primary source materials. HSS standards are addressed in this block of instruction through the use of HSS-related texts and through instruction in reading in the content area strategies.

In addition, all students engage in sustained silent reading of texts at their independent reading levels for thirty minutes each day. During this time, students continue to practice the strategies learned during the Guided Reading block.

Differentiation of Instruction

Differentiation of instruction occurs in the following ways:

- Students are reading texts at their individual instructional reading levels. Some students
 will be reading texts that are below grade-level; some will be reading texts at grade-level;
 some will be reading texts above grade-level. The level of texts that students work with
 will change as their reading level changes. By the 7th and 8th grades, most students will
 be reading texts that are at or above grade-level.
- As teachers move around the room and conference with students, the focus of the interaction will vary based on student need and ability. Different strategies and levels of application for various strategies will be emphasized at different times with different students to ensure that each student is being challenged and working in their zone of proximal development.

The Humanities core also offers *Literature Study*. Students are exposed to a wide array of literature at grade-level. Students are grouped in heterogeneous groups and engage in small-group and whole-class discussions about theme, character analysis, and plot development. Standards addressed in Literature Study include those from the Reading Comprehension and Literary Response and Analysis sections of the California Common Core State Standards. Texts to be used during this portion of instruction include grade-level novels and short stories related topically or thematically to the History-Social Science curriculum. HSS standards are addressed

through the use of HSS-related texts and through guided and independent practice of reading in the content area strategies.

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

The Humanities core also includes *Writer's Workshop*. This includes direct instruction in the *Write Tools* program and mini-lessons on style, structure, craft, and mechanics taught via the Six+1 Traits of Writing model. During direct instruction, the teacher will provide extensive modeling and will "think-aloud" to make the practices and thought processes used by expert writers visible and accessible to students. Students will then engage in independent writing, applying and practicing learning from direct instruction to their own work. During independent writing, teachers will conduct writing conferences or provide small group instruction.

Standards addressed during Writer's Workshop include those from the Writing Strategies, Writing Applications, and Written and Oral Language Conventions sections of the Common Core State Standards. HSS standards are addressed through the use of HSS-related topics for writing and through instruction and practice in writing in the content area strategies and genres.

Differentiation of instruction in Writer's Workshop occurs in the following ways:

- As teachers move around the room and conference with students, the focus of the interaction will vary based on student need and ability. Different strategies and levels of application for various strategies will be emphasized at different times with different students to ensure that each student is being challenged and working in their zone of proximal development.
- As teachers group students for small group instruction, at times students will be grouped by ability, strength, or weakness. This will enable the teacher to provide instruction that is tailored to a variety of needs and abilities. At other times, students will be grouped in mixed ability groups.

The Humanities course also will be devoted to delivering content from the California History-Social Science Content Standards. Instructional activities may include activities such as slide lectures, experiential activities, and content area reading and writing. In addition, the teaching of History-Social Science will include direct instruction and guided and independent practice in content area learning strategies, such as note-taking from lecture and text.

Differentiation of instruction occurs in the following ways:

• Tiered assignments that enable students to address standards and content at various levels of complexity

• Flexible grouping in which students are grouped and regrouped for a variety of purposes at various times: interest, ability, home/expert groups.

Mathematics

In every math class at ACE, 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 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 math instruction at ACE is for students to not just be accepted into college, but to be successful there and beyond. The ACE middle school's job is to prepare students to be successful in high school.

The Key Shifts in Math

The Common Core State Standards for Mathematics build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing them.

The following are the key shifts called for by the Common Core for grades K-12:

- 1. Greater focus on fewer topics
 - The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:
 - In grade 5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions
 - In grade 6: Ratios and proportional relationships, and early algebraic expressions and equations
 - In grade 7: Ratios and proportional relationships, and arithmetic of rational numbers
 - In grade 8: Linear algebra and linear functions

- This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.
- 2. Coherence: Linking topics and thinking across grades
 - Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. For example, in 4th grade, students must "apply and extend previous understandings of multiplication to multiply a fraction by a whole number" (Standard 4.NF.4). This extends to 5th grade, when students are expected to build on that skill to "apply and extend previous understandings of multiplication to multiply a fraction" (Standard 5.NF.4). Each standard is not a new event, but an extension of previous learning.
 - Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

3. Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

- Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.
 - Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.
 - Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.
 - Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Goals

In order to accomplish this vision and to ensure that we have embodied these shifts in our instruction, ACE leaders came up with three goals in the spring of 2014 that are critical to achieve the vision. First, **instruction and curriculum at ACE Schools must be aligned to the Common Core State Standards (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 the application in real-world situations. All teachers plan purposefully from the curriculum so that their cycle, weekly, and daily plans are aligned to the CCSS and the interims. All teachers have the ability to break down standards, to adapt an Engage NY lesson to meet the needs of their students, and to deliver that lesson 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." At ACE, we are constantly working to find ways to increase the rigor of a classroom by increasing the 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 provide opportunities for students to construct their own understanding, and students respond through structured routines such as turn and talks, wholeclass discussion or exploration. Teachers ensure that the structures are in place for students to take on the cognitive load, such as tracking, 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 use strategies that push student thinking, such as noticing and wondering, turn and talks, whole-class discussions 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 Schools is that **all teachers will use data to drive their instruction and achieve results**. ACE Schools has partnered with the Achievement Network to provide summative assessments that are aligned to the CCSS and a Schedule of Assessed Standards that is aligned to the Engage NY Modules. 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.

Adopting the Engage NY Math Curriculum

Goal 1: ACE curriculum and instruction is aligned to the Common Core State Standards.

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 chose Engage NY as their 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 Engage NY, 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, Engage NY met all the criteria for alignment 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 Engage NY 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 is using Engage NY instead of Eureka because Engage NY provides all materials in word documents. This is important so that as teachers plan and learn to adapt and modify the curriculum, they are able to make the necessary changes needed to teach ACE students effectively.

Engage NY Sequencing

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 Engage NY supports the 3 shifts of the CCSS: Focus, Coherence, and Rigor.

Below are each grade's module topics, and summaries, if available:

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

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

Summary of 6th Grade Year

Sixth grade mathematics is about (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.

Key Areas of Focus for Grade 6: Ratios and proportional reasoning; early expressions and equations

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

Summary of the 7th Grade Year

Seventh grade mathematics is about (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.

Key Areas of Focus for Grade 7: Ratios and proportional reasoning; arithmetic of rational numbers

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

<u>Summary of the 8th Grade Year:</u> Eighth grade mathematics is about (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. Key Areas of Focus for Grade 8: Linear algebra

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 curriculum is designed to ensure by the end of eighth grades students are prepared for the Science, Technology, Engineering and Mathematics (STEM) college ready track in high school, STEM careers and have the skills and knowledge to apply scientific practices to current scientific issues, both globally and locally.

The Science Program provides a three dimensional approach to learning, the Science and Engineering Practices, Disciplinary Core Ideas and Cross Cutting Concepts to prepare Ace Empower Academy students for careers in STEM fields, including the college ready track in high school. It places a heavy emphasis on the scientific and engineering practices as outlined by the Next Generation Science Standards (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 uses a combination of resources, including online simulations, hands-on, project based, high level inquiry curriculum, technology and local nonprofits to create the curriculum. As more and more resources are aligned with NGSS, ACE Empower Academy 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 is shifted to provide the following:

- Reflects the practice of "real science"
- An emphasis on 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 Common Core Standards

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 standards are also linked to Math and ELA Common Core Standards and are incorporated into the curriculum where they are linked.

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 Write Tools to support literacy in science, particularly for scientific research papers and laboratory write ups.

The Science Program uses differentiation to support English Language Learners, students with special needs and students performing below grade level. Teachers are expected to differentiate by presenting 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. The curriculum also integrates 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. The multiple forms of differentiation allows all students access to the curriculum despite their prior exposure or abilities.

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.

The in-house Professional Development for the science department is yearlong, beginning during the summer and continuing throughout the school year semimonthly. Professional

Development topics include, but are not limited to; Introduction to NGSS, Using the 5E model, Backwards Planning, Engineering Design Challenges, Strategies for Emerging Bilinguals, Using Technology in your Curriculum, Inquiry Based Instruction, Data Driven Instruction, Differentiated Instruction, Assessment Techniques, Interdisciplinary Instruction: How to integrate Math and ELA Common Core, Questioning Techniques, Increasing Inquiry in the Classroom and Effective Project Based Learning. Teachers also get professional development in the form of weekly one on one meetings with the Science Curriculum Specialist to discuss the specifics of day to day instruction in the Weekly Overviews and the cohesion, rigor and scaffolding of units in the Unit Plans. The Science Curriculum Specialist also gives extensive written feedback on the Weekly Overviews. The Science Department may also participate in external professional development from Schmahl Science, RAFT workshops, Exploratorium Workshops, NSTA and CSTA conferences.

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 Cross Cutting Concepts), with a specific emphasis on the skills needed in the field and the application of knowledge and skills through critical thinking and analysis.

Advisory

Advisory is a daily class where students meet with a particular staff member to discuss and reflect on school-wide and individual issues. Each staff member will have an Advisory group, and will stay with that group for the duration of the school year. Staff members will have wide latitude to tailor the time to the particular needs of the students in their group. Advisory will include 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.

This is also a time when students use differentiated online programs, such as Achieve 3000, a literacy program, and Revolution Prep, a math test prep program, to support their learning. Both of these programs provide students with individualized instruction that makes content accessible to all. Students who have been identified through the RtI process as needing additional academic support receive targeted intervention during the Advisory period.

Elective Courses: Building Toward Critical Thinking Skills

For ACE Empower Academy 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. The electives course curricula at the school help students develop as critical thinkers while learning course-specific content. 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.

When Students Take Electives

To reinforce critical thinking skills throughout the academic, intervention, and enrichment program, students at ACE have various extracurricular opportunities, subject to enrollment and budget. Examples of extracurricular activities that have been offered in the past, and may be offered in the future, subject to need and budget, include:

- Cultural Studies is a course where students in seventh grade can further build on the History/Social Studies content presented in their Humanities core, and more. Through interdisciplinary projects that incorporate broader artistic themes, students are able to explore different cultures such as the Ancient Greeks, Romans, and Egyptians and learn about their contributions to modern society. Throughout the year, students branch out to study Medieval Civilizations such as Feudal Japan, the Americas, and Europe throughout the Renaissance and the Age of Exploration. Students also explore American History, from the colonial period through the Industrialist period.
- Beta Club allows students in all grades the opportunity to participate in shared decisionmaking 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 in this course have the opportunity to launch campus initiatives that embody the three core values of *respect, pride,* and *ganas* for the betterment of the school.
- Yearbook allows students to learn the basic principles of graphic design, layout, photography, advertising, and entrepreneurship while continuing to build on their writing skills through a journalistic standpoint. Yearbook gives students the opportunity to create the school's yearbook, which is sold to the student body and the larger community at the end of the schoolyear.
- Tech Bridge for Girls is an afterschool program offered to girls interested in STEM. Girls may participate in the following activities: build prototypes, go on field trips, meet professional women who work in the STEM field.

CURRICULUM AND INSTRUCTIONAL DESIGN

The academic program at ACE Empower Academy is a fully inclusive curriculum that puts all students on track for meeting the Common Core State Standards and eventual college success. The school's curriculum is developed for 5th-8th grade with the explicit purpose of helping all students meet the Common Core State Standards at the end of each grade level. The school model pulls together curricular and instructional practices proven most effective with predominantly low-income, English Learner students of color who are struggling academically. All teaching and learning is directed toward students meeting the Common Core State

Standards, as well as key college-prep skills, learning strategies and work habits crucial for long-term academic success.⁹

The curricular program is primarily driven by the Common Core State Standards. The school uses the schedule of assessed standards and planning protocols from the Achievement Network, which is aligned to the Common Core. The school has four planning days built into the schedule to analyze student achievement data, identify challenges, troubleshoot issues, and plan for the upcoming cycle. The curricular program is primarily driven by the Common Core State Standards.

The following section details the elements of the Curriculum and Instructional Design program at Empower:

- 1. Teaching and Learning Cycle
- 2. Curriculum Development
- 3. Literacy Across the Curriculum
- 4. Program for English Learners
- 5. Intervention and Personalized Approach
- 6. Instructional Materials

1. Teaching and Learning Cycle

The teaching and learning cycle comprises all the important steps leaders and teachers need to make in order to ensure that students master the CCSS content. While rigorous, aligned interims are one piece of the puzzle, they are only as strong as the systems and habits that support them.

<u>Structures that Support Data-Driven Instruction:</u> Before teachers and leaders even begin planning from standards, it is important that there are basic structures in place:

- 1. Time for Teacher Planning: Teachers have ample time in the schedule to plan ahead from standards, to analyze data, and to plan on a daily and weekly basis.
- 2. Time for Interventions: There are set-aside times in the school day to support struggling learners and provide a tiered system of support.
- 3. Time for Assessment: The leadership team has set aside time in the school year to administer assessments, and these are communicated to the staff.
- 4. Assessment Strategy: The assessment calendar reflects a broader strategy, and demonstrates how ANet interim assessments fit with other assessments, and is communicated before the start of the year. The assessment strategy reflects prioritization, and there are no overlapping assessments.
- 5. Testing Procedures and Student Information Systems: There are clear procedures for testing, and the student information system is up-to-date and responsive to changes.

⁹ Empower currently uses Engage New York, a widely used Common Core-based curriculum and assessment program as a resource for ELA and Math. Teachers also draw from own personal materials that are mapped towards the Common Core State Standards. Please see Appendix J for an example of weekly overviews and other curriculum planning materials.

<u>Planning From Standards:</u> Teachers are expected to set goals for their students, to know the standards deeply, to create a long-term plan, and then write Weekly Overviews and Daily Lesson Materials based on these long term plans. In ELA and Math, it is critical that teachers plan their year around the Schedule of Assessed Standards (SAS) that is provided by the Achievement Network. The SAS provides guidance for which standards should be taught by a certain interim. Planning from the SAS ensures that the students are set up for success, and the data is relevant and can be acted on. Although there are times when a teacher might deviate from the SAS based on extreme circumstances, these times are rare, and should be discussed with a manager. To see the SAS, please see Appendix K.

Teach from Standards: Teachers then teach what they set out to teach.

<u>Assess:</u> Students take an interim assessment in ELA and Math. These interims are aligned to the curriculum (Engage NY in math, and Cross Network in ELA). They take approximately two class periods to complete, and they assess material that was most recently taught. In math, the assessments are not cumulative; they assess a discrete set of standards. However, the last 3 interims include re-assessed standards that were taught in previous cycles, and provide teachers with an additional data point on the same standard. In ELA, the interims assess some of the same standards each time, but with different texts.

<u>Data Day</u>: Teachers have a significant amount of time, i.e. a full day, 4-5 times a year to analyze their data and create action plans based on their interim assessment data. These Data Days are a sacred time in the calendar where teachers and leaders can step back from the daily grind and take stock of their students' achievement. Additionally, Data Days are also a unique opportunity for leaders to teach teachers a new skill or deepen their content knowledge, and will be able to do so with heightened urgency within the context of the data.

2. Curriculum Development

At ACE Empower Academy, students will accelerate toward meeting the standards as a result of the school's two-pronged curriculum: 1) a rich, inclusive core curriculum directed at mastering grade-level standards, and 2) targeted intervention. The core courses, which are taken by all students, will be heterogeneously grouped, without regard for achievement level. Students are supported in their achievement in these rigorous courses through the use of specialized instructional strategies that provide all students with appropriate levels of challenge and support, with a primary focus on providing differentiated instruction to serve all students.

For further examples and illustrations of the ACE curriculum development model, please see Appendix L.

3. Literacy Across the Curriculum

Improving student literacy is at the heart of all teaching and learning at ACE Empower Academy. In every discipline, in every unit, in every lesson plan, the improvement of student literacy is the

central concern. This work is spearheaded by school leaders who are responsible for instructional leadership.

The following table summarizes the schoolwide approach to Literacy at Empower.

Instructional Practice	Implementation
1. Direct, explicit comprehension instruction	 In every class teachers will incorporate guided reading on a daily basis. During guided reading, teachers will demonstrate through think-alouds how a proficient reader of text in that discipline reads and makes sense of text. Students will then have the opportunity to engage in guided practice, implementing the same strategies demonstrated by the teacher. Students will practice these strategies in their independent reading in all content areas. The common comprehension strategies demonstrated by teachers during guided reading and practiced by students during guided practice and independent reading will include: previewing text, activating background knowledge/experience, making predictions; establishing purpose for reading; text coding; four-square notetaking; summarizing; monitoring comprehension; and "fix-it" strategies. Teachers use ANet Benchmark assessment data to identify students for re-teaching and targeted intervention.
2. Effective instructional principles embedded in content	 Students will read and write in every class. Every reading and writing assignment will be used as an opportunity for instruction. Reading and writing will not simply be assigned. Students will read and write to gain content knowledge and to further their reading and writing skills.
	 Content area teachers will provide instruction and practice in reading and writing skills specific to their subject area. All teachers will implement common reading, writing, and learning strategies: previewing text, activating background
	knowledge and experience, making predictions; establishing a purpose for reading; summarizing; monitoring comprehension; "fix-it" strategies, and the <i>Write Tools</i> program.
3. Motivation and self-directed learning	 Promote and instill a culture of optimism, where school is an environment that engages students and their families, helping them develop habits and attitudes that prepare them for success in college and life.
	Motivation and self-directed learning are built into ACE

	Empower Academy culture. By choosing to attend the school, students and families are committing themselves to the goal of academic success and to the core school values of Respect, Pride, and <i>Ganas</i> . Teachers who choose to teach at the school are committing themselves to providing the instruction and support needed for academic success at ACE Empower Academy and beyond.
	• The Advisory class will assist students in maintaining focus on their long-term goal of success in college. The class will help students decide what they want to achieve in school and in life and what it will take to accomplish those goals. Continual focus on these goals, in the context of a community of support, persistence, and relentless pursuit will be a constant source of motivation.
	• One way to increase middle school students' engagement in learning is to build student choice into the school day. Through the self-selected independent reading and the implementation of literature circles in the Humanities curriculum, students will have choice about the texts that they read.
	• Teachers will select topics and texts to ensure relevancy. Students are more engaged and motivated when interested in what they are learning and understand how it relates to themselves, their world, and their futures. The relevance of content and skills will be explicitly discussed with students.
	 Students have Personal Learning Plans (PLPs), which contain all relevant student data (academic and behavioral). PLPs provide students with a sense of ownership for their learning, as they are a tool for students to gauge where they are academically at any given point in time. PLPs also form the basis of student-led conferences twice a year.
4. Text-based collaborative learning	• Students will have regular opportunities to interact with each other around a variety of texts through the implementation of literature circles in their Humanities courses. Literature circles not only give students the opportunity to engage in rich, deep discussion and exploration of texts, but also give them ownership in the process of that learning, as each student plays a role in facilitating the literature circle.
	 Complex texts will be used in Humanities courses that provide opportunities for collaborative learning through a wide variety of primary and secondary sources.

5. Strategic tutoring	 Students who are not making progress in reading as assessed by formative and summative assessments are identified and provided with additional support during class and during the Advisory period
	 If it is determined that a student needs reading intervention, one-on-one or small group tutoring will be provided during the regular school day.
	 Regular assessment will be done to determine the efficacy of tutoring.
6. Diverse texts	 Classrooms have high interest, accessible texts in the form of novels, and non-fiction reading materials including a wide variety of topics and reading levels. Students have access to classroom libraries in all Humanities classrooms, from which they are required to borrow once they finish reading a book.
	• These texts will be used as the basis for instruction in the Humanities course for independent reading and for literature circles. Students will have the opportunity to select their own texts, based on their interests and reading level. Independent reading will be assessed, monitored, and encouraged through implementation of Achieve 3000.
7. Intensive writing	• The school has adopted <i>the Write Tools</i> as its school-wide writing program. All teachers will receive training and follow-up professional development in <i>the Write Tools</i> . The use of a common instructional approach, framework, and language about writing across the school will strengthen writing instruction in every curricular area.
	 Students will write daily in every class. Writing may take the form of a summary, a paragraph, a journal entry, written explanations or justifications for answers in math class, or more extended writing, such as essays or stories.
	• In every class teachers will incorporate guided writing. During guided writing, teachers will demonstrate through think-alouds how a proficient writer of text in that discipline plans and creates text. Students will then have the opportunity to engage in guided practice, implementing the strategies demonstrated by the teacher. Students will practice these strategies in their independent writing.
	 A portion of ANet's Common Interim Assessments (CIA) requires students to write a multiple paragraph essay. This benchmark

	assessment is administered to students four times a year. Teachers review student writing each cycle and make recommendations for targeted intervention.
8. A technology component	• Classrooms will have computers for student use. These computers will be used for online research, the use of software programs for differentiated skills instruction (Revolution Prep), word processing, and publishing written work.
	ELA classes have 1:1 student to computer ratio
	 During Advisory period, 5th graders use Brainology, an online learning tool that helps raise student achievement by helping them develop a growth mindset. Students receive additional math instruction during Advisory through the use of Revolution Prep, a software program that differentiates instruction. Students also use time during their Advisory period to engage in SBAC test preparation.
9. Ongoing formative assessment	 Teachers will conduct daily, informal standards-based assessment of students through the use of Checks for Understanding, Exit Tickets, and other formative assessment tools.
	• ACE is partnering with the Achievement Network to provide school leaders with support in their efforts to meet school-wide ELA and Math targets and effectively support staff in the implementation of CCSS-based curricula. Through this partnership, students are assessed in ELA and Math four times a year. ANet provides the school with assessment via its online platform. Teachers gather to analyze data and make decisions about what material they need to re-teach and identify which students require targeted intervention. Students remain in targeted intervention until they demonstrate they have made consistent progress This cycle occurs four times throughout the year and not only informs instruction, but it also shapes professional development and teacher planning.
10. Extended time for literacy	• Through the RtI model, students are identified for targeted intervention. Students receive targeted intervention daily during the Advisory period.
	 All students will have two periods of Humanities core, including ELA and Social Studies
	• Students will receive additional reading and writing instruction in each content area class, with daily reading and writing in every course.

	• Achieve 3000 will monitor, assess, and encourage independent reading outside of the classroom, in Tutorial and at home.
11. Professional development	• The school will provide ongoing, comprehensive professional development internally and externally for all its teachers.
	• Professional development topics may include: CCSS-based curriculum development and assessment; second language acquisition and instructional strategies that work with ELs; reading in the content areas; writing in the content areas; <i>the Write Tools</i> ; and integration of test-taking skills into regular curriculum and instruction.
	• Staff use data obtained from data days every cycle and annual goals to develop scope and sequence.
	 Professional development may include the following activities: training, demonstration lessons, instructional rounds, collaborative planning, protected department time, protected grade level time, collegial observation and feedback, collaborative analysis and scoring of student work, and coaching.
	• Staff also participate in data days, where they analyze student data and determine which students should receive additional interventions and what re-teaching needs to occur.
	• Every teacher has a coach. They have weekly one on ones. They have one observation every week.
12. Ongoing summative assessment of students and	• The school will have in place a comprehensive assessment plan in order to determine where students are when they enter and how they are progressing towards academic proficiency.
programs	• Summative assessment data includes: SBAC scores, grade-level writing assessment scores, CELDT scores, summative assessment data from NWEA and ANet
13. Teacher teams	• Teachers will have regular opportunities to collaborate, which may include the following: planning together, observing each other, protected department and grade level time each week
	• Instructional rounds occur two times a cycle, providing teachers with the opportunity to observe their peers and student performance in class
	Professional development may include opportunities for teachers to

	work in teams to plan instruction and examine student work. These opportunities may occur quarterly with Achievement Network, combo planning time, and data days.
14. Leadership	• The school will intentionally hire principals and teachers who want to be instructional leaders. The school develops its leaders by providing them with intensive training during the summer and throughout the school year. Each week, school leaders also have collaborative sessions with each other, where they can discuss best practices, any challenges they are facing, and troubleshoot issues.
	• The Co-Principals and Department Chairs will act as instructional leaders who hold teachers accountable for implementing the school's literacy practices in their classrooms and for the results they are achieving.
15. Comprehensive and coordinated literacy program	• The school will be built around a comprehensive and coordinated literacy program Teachers will meet regularly to examine assessment data and ensure that the literacy program is meeting its objectives and make programmatic adjustments as necessary.
	• The Co-Principals assess the efficacy of the Literacy program, consult on strategies and programs, and review the performance of students and staff.
	 Ongoing professional development in the area of literacy will ensure that teachers are regularly assessing the literacy program, further developing and refining classroom practice, and adjusting instruction to meet student needs.
	• ACE is partnering with the Achievement Network to provide school leaders with support in his/her efforts to meet school-wide ELA targets and effectively support staff in the implementation of CCSS-based curricula.
	• The school uses The Write Tools, a CCSS-based writing curriculum. The school receives support from The Write Tools consultants who come on-site several times throughout the year to observe teachers, share best practices, and share next steps based on their observations. Strategies learned with The Write Tools curriculum are used across all content areas.

4. Program for English Learners

Overview

A significant segment of the school's student body will be English Learners (ELs). In the 2015-2016 academic year, for example, 53% of the student body is 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. All courses at the school will employ instructional techniques that are aligned to and support the Common Core and new California ELD standards. These techniques will have a research base that is proven to be successful at providing EL students access to rigorous content and instruction while simultaneously developing English language skills. In addition, the school will place significant emphasis on bridging the school-home gap with families whose first language is not English.

ACE Empower Academy has the same goal for its EL students as it does for all of its students: Students will enter 9th grade proficient in Reading and Math, as measured by the NWEA MAP, equal to the average percent proficient for non-low SES students in California.

The school will comply with all applicable legal requirements in regard to services for the education of EL students as they pertain 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 requirements.

Identification of English Learners

1. Home Language Survey

ACE Empower Academy administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). If the results of this survey indicate that the student comes from an environment where a language other than English may have had an impact on the student's level of English language, the student is noted by a School Leader and the Response to Intervention process will flag whether or not the student needs supplemental services.

2. CELDT Testing¹⁰

All students who indicate that their home language is other than English are CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

ACE Empower Academy notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act, as may be

¹⁰ All references in the charter to the CELDT shall be understood by ACE Empower Academy and the County to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

amended under the Every Student Succeeds Act, for annual English proficiency testing.

3. Previous Schools

ACE will reach out to a student's school of origin in an effort to determine the student's status. In addition, the school relies on CALPADs data when identifying students as ELs.

Redesignation

Redesignation 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 California English Language Development Test (CELDT)
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language redesignation and placement including a description of the redesignation process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in redesignation procedure including seeking their opinion and consultation during the redesignation 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

All students who have been redesignated will continue to be monitored for a minimum of two years in accordance with applicable state and federal laws. Monitoring does not mean that the CELDT (e.g., scores on SBAC in English- language arts) are administered again; rather, the student's academic achievement and progress should be monitored to be certain the student is continuing to progress. If the student fails to progress, appropriate interventions to better support the student will be determined via the RtI process.

Strategies for English Learner Instruction and Intervention

Research has shown that bridging the home-school gap is one key element to ensure English Learners are successful in school. Some of the key school-wide elements in the school's program that help bridge this gap include:

- Prioritizing hiring bilingual staff, especially at the school leadership level and in the office
- A positive learning environment where students feel safe and accepted
- Communication process in family's home language (to the extent possible) which involves school-family meetings and student behavior contracts that involve the family in finding solutions to behavior, attendance, and attitude problems.
- Regular teacher communication to families (Progress Reports, letters, and phone calls)
- Consistent school-home communication in family's home language (home visits, as

needed, teacher phone calls, meetings with administrators, etc.)

- Notifying parents of the results of language proficiency assessments and inviting parents to participate in the Rtl process.
- Involving parents in assessing the progress of their student via twice a year student-led conferences.

Inclusion Model of ELD

The overall instructional model for English Language Development (ELD) at ACE Empower Academy is the inclusion model of ELD. ELs are enrolled and participate in a regular course of study and use the same instructional materials 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 are taught in English.

ACE Empower Academy is adopting 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 Common Core Math and Next Generation Science standards. Designing an effective program for EL students aligned to these new standards shall be overseen by the School Leaders. 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. 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. ACE Empower Academy will develop an implementation plan includes:

- A comprehensive program of staff development
- Identification of additional best practices for use in the classroom
- Determination of 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

As the standards are intended to help English Learners learn English in the context of disciplines and grade level content, the table below outlines grade level standards and identifies some of the strategies ACE may use with its EL students. As ACE Empower continues to build its understanding of the Common Core, Next Generation Science, and the new California ELD standards, the ACE strategies will continue to expand so that English Learners are best served, and that their learning of English is embedded with the learning of grade level content.

Fifth Grade

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

I: Interacting in Meaningful Ways	SI 5 1 6 · I 5 1 2 6	• TPS- Think Dair Shara
 I: Interacting in Meaningful Ways A: Collaborative Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) Offering and supporting opinions and negotiating with others in communicative exchanges Adapting language choices to warious academic topics 	SL.5.1, 6; L.5.1, 3, 6 W.5.6; L.5.1, 3, 6 SL.5.1, 6; L.5.1, 3, 6 W.5.4–5; SL.5.1, 6; L.5.1, 3, 6	 TPS- Think, Pair, Share w/ peers Journal writing Responding to thought questions on-line Group discussion
various contexts (based on task, purpose, audience, and text type)		
 I: Interacting in Meaningful Ways B: Interpretive Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 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 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 Expressing information and ideas in formal oral presentations on academic topics Writing literary and informational 	SL.5.4–6; L.5.1, 3, 6 W.5.1–10; L.5.1–3, 6 W.5.1, 4, 9–10; SL.5.4, 6; L.5.1–3, 6 W.5.4–5; SL.5.4, 6; L.5.1, 3, 5–6	 Oral presentations Being the "expert" to teach the class Learning about synonyms, antonyms

 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 		
 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 WorksC: Connecting and Condensing Ideas1. Connecting ideas2. 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

Sixth Grade

Part of Framework:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies
 Interacting in Meaningful Ways A: Collaborative Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	SL.6.1, 6; L.6.3, 6 W.6.6; WHST.6.6; SL.6.2; L.6.3, 6 W.6.1; WHST.6.1; SL.6.1, 4, 6; L.6.3, 6 W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3, 6	 TPS- Think, Pair, Share w/ peers Journal writing Responding to thought questions online Group discussion
 Interacting in Meaningful Ways B: Interpretive Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 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 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	SL.6.4–6; L.6.1, 3	•	Oral presentations
 C: Productive Expressing information and ideas in formal oral presentations on academic topics Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Justifying own arguments and evaluating others' arguments in writing Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas 	W.6.1–10; WHST.6.1–2, 4– 10; L.6.1–6 W.6.1, 8–9; WHST.6.1, 8–9; L.6.13, 6 W.6.4–5; WHST.6.4–5; SL.6.4, 6; L.6.1, 3, 5–6	•	Being the "expert" to teach the class Learning about synonyms, antonyms
 II: Learning About How English Works A: Structuring Cohesive Texts Understanding text structure 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 Using verbs and verb phrases Using nouns and noun phrases 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

Seventh Grade

Part of Framew	vork:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies
A: Collaborative		SL.7.1, 6; L.7.3, 6 W.7.6; WHST.7.6;	 TPS- Think, Pair, Share w/ peers
	Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	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	 Journal writing Responding to thought questions on-line Group discussion
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)		
-	Meaningful Ways	SL.7.1, 3, 6; L.7.1, 3, 6	Close reading
B: Interpretive 1.	Listening actively to spoken	RL.7.1–7, 9–10; RI.7.1– 10; RH.7.1–10;	Learning from video clips
	English in a range of social and	RST.7.1–10; SL.7.2;	 Text analysis
	academic contexts	L.7.1, 3, 6 RL.7.4–5;	
2.	Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	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;	
3.	Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose,	L.7.3, 5–6	
Д	audience, topic, and content area 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 Expressing information and ideas in formal oral presentations on academic topics Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Justifying own arguments and evaluating others' arguments in writing Selecting and applying varied and precise vocabulary and language 	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
resources to effectively convey ideas II: Learning About How English Works A: Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion	RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1–5, 10; WHST.7.1-2, 4–5,10; SL.7.4 RI.7.5; RH.7.5; RST.7.5; W.7.1–5,10; WHST.7.1–2, 4–5, 10; L.7.1, 3–6	• Engaging with various types of text
 II: Learning About How English Works B: Expanding and Enriching Ideas Using verbs and verb phrases Using nouns and noun phrases 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

Eighth Grade

	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies
 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, 	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
 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 	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
с с ,	SL.8.4–6; L.8.1, 3 W.8.1–10; WHST.8.1–2,	Oral presentations

 Expressing information and ideas in formal oral presentations on academic topics Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Justifying own arguments and evaluating others' arguments in writing Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas 	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	•	Being the "expert" to teach the class Learning about synonyms, antonyms
 II: Learning About How English Works A: Structuring Cohesive Texts Understanding text structure 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 Using verbs and verb phrases Using nouns and noun phrases Modifying to add details 	W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6 W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6 W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3–6	•	Using Write Tools strategies Going through the writing process
 II: Learning About How English Works C: Connecting and Condensing Ideas 1. Connecting ideas 2. Condensing ideas 	W.8.1–5; WHST.8.1–2, 4–5; SL.8. 4, 6; L.8.1, 3–6 W.8.1–5; WHST.8.1–2, 4–5; SL.8.4, 6; L.8.1, 3–6	•	Making connections while reading various types of texts
III: Using Foundational Literacy Skills	RF.K–1.1–4; RF.2–5.3–4 (as appropriate)	٠	Reading and analyzing texts together

Monitoring and Evaluation of Program Effectiveness

For English Learners, 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 includes Smarter Balanced Assessment Consortium (SBAC); the CELDT test; ANet Common Interim Assessments; NWEA; the Empower 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 exhibit the need for additional support, classroom- based interventions are implemented, along with supplementary instruction provided through afterschool tutoring and targeted intervention. ACE Empower Academy's small size and individualized instructional approach enables greater personalization of instruction and improved identification of special needs, allowing for earlier intervention

In addition, each year, the school gathers qualitative data from students, parents, and teachers during the LCAP process to gauge its effectiveness at providing instruction to ELs.

As ACE Empower 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.

5. Intervention and Personalized Approach

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. The ACE target student is typically two or more years behind academically.

The ACE mission is founded on the belief is that even those children and families who are not only demographically underrepresented in college, but the most disengaged and disconnected students in our neighborhoods can find a way back to a belief in themselves as learners and future college students. In order to provide all students with the most effective, personalized instructional support to bring them up to grade level and beyond, ACE uses utilize the Response to Intervention (RtI) process.

Response to Intervention Process

Response to Intervention (RtI) is a systematic decision-making process designed to allow for early and effective responses to children's learning and behavioral difficulties, provide children with a level of instructional intensity matched to their level of need and then provide a data-based method for evaluating the effectiveness of instructional approaches. RtI relies on evidence-based instructional practices and frequent progress monitoring to provide the data necessary to make decisions about child progress and the need for more intensive intervention. The model is intended to reduce unnecessary referrals to special education by ensuring that all children in the general education setting have access to high quality curriculum and instruction that are provided in a cascade of intensity, and that each child receives a level of instructional intensity matched to his/her level of need. The model is not intended to replace special education and its procedural safeguards.

The central, unifying element to assess students is the Response to Intervention (RtI) process. All students, including low- or high-achieving students, EL students, GATE students and Migrant students will participate in the RtI process. The personalized student interventions that are compiled at the end of this process can be used to support all students, but are especially beneficial for high needs sub groups such as English Language Learners and Special Education students. The RtI team consists of the student's advisor, the student, a school leader, parents/guardians and teachers. Please see Appendix M for an overview of the RtI identification and support system.

It is important to note that students who enter the school with an existing IEP or 504 Plan will have IEP or 504 team meetings in lieu of undergoing the RtI process. All IEP meetings will be coordinated with the El Dorado County Charter SELPA.

Using Precise Data to Drive Decision-Making

Grade level teams will examine the Empower Data Dashboard (for an excerpt of the Data Dashboard, please see Appendix N which consists of student achievement data, including SBAC scores; in-house diagnostics; data from assessments that come with purchased curricula (both on-line and conventional); ongoing, classroom-based and, standards-based assessment data. In addition to academic achievement data, the team examines additional factors impacting school performance, such as attendance, behavioral issues, health issues, and personal/family issues. The RtI team uses the achievement and behavioral data to determine which students require targeted intervention in ELA and Math. Teachers and school leaders engage in this process four times a year, during Data Day, at the end of each teaching and learning cycle.

Data Day is a professional development day which all teachers and school leaders actively participate in. Grade level teams will narrow down the selected 10-15 students identified via the Data Dashboard, down to 5 as the grade level Tier 2 intervention students. These are the students that will receive targeted in class and out of class interventions during periods throughout the school day, specifically Advisory, as well as after school (after school program, office hours and tutoring).

Advisory

Advisory is a daily class where students meet with a particular staff member to discuss and reflect on school-wide and individual issues. Each staff member will have an Advisory group, and will stay with that group for the duration of the school year. Staff members will have wide latitude to tailor the time to the particular needs of the students in their group. Advisory will include 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.

Students who have been identified through the Rtl process as needing additional academic support receive targeted intervention during the Advisory period. This is also a time when students use differentiated online programs, such as Achieve 3000, a literacy program, and Revolution Prep, a math test prep program, to support their learning.

Use of Technology

All ELA classrooms at ACE Empower Academy have a 1:1 ratio of computers to students. This allows students to have regular opportunities to further the development of vital skills in the Humanities and Math. Both of the online programs, Achieve 3000 and Revolution Prep, provide students with individualized instruction at their own level. In addition, limited English speaking students are able to work on Achieve 3000 activities in Spanish, as the program includes a Spanish language component. This makes content easily accessible to all learners.

Personalized Learning Plan (PLP)

All students at ACE Empower Academy have Personal Learning Plans (PLPs), which contain all relevant student data (academic and behavioral). PLPs provide students with a sense of ownership for their learning, as they are a tool for students to gauge where they are academically at any given point in time. During Advisory period, students review their Personalized Learning Plans and review progress they have made toward reaching their goals. PLPs form the basis of student-led conferences twice a year.

How High-Achieving Students are Identified and Served

High-achieving students are identified through the assessment process at Empower, including NWEA and SBAC results, as well as teacher recommendation. The Empower academic program is personalized for these students through the use of adaptive on-line learning platforms (i.e. Achieve3000, Revolution Prep, etc.) as well as teacher-driven classroom differentiation and grouping in the core curriculum. These students are held to the same accelerated growth goals as underperforming students, and as a result curriculum and instruction are tailored to these students' needs to ensure that they make sufficient annual growth even if they are already at grade level.

Instructional Materials

The following chart details instructional materials that ACE Empower Academy expects to use in the Humanities, Math, and Science programs. ACE Empower Academy may opt for additional or alternate textbooks and resources as new materials are adopted by the California State Board of Education and as the school learns more about the needs of its students.

Course	Primary instructional materials	Supplementary Student Materials	Supplementary Teacher Materials
Humanities Core	 Leveled readers, tradebooks, novels Engage New York curriculum Write Tools 	 Primary source documents Sets of books (for Literature Circles/small group instruction), related subjects or themes, possible class sets of 1 or 2 texts Reference materials (dictionaries, thesauruses, atlases) 	 Teach Like a Champion 2.0, Doug Lemov
Math	 Engage New York The Write Tools 	Materials, manipulables, etc. associated with Engage New York	Teach Like a Champion 2.0, Doug Lemov
Science	 Next Generation Science Standards The Write Tools 	Full Option Science System (FOSS) (UC Berkeley Lawrence Hall of Science)	Teach Like a Champion 2.0, Doug Lemov

PROFESSIONAL DEVELOPMENT and EVALUATION

Staff Development Activities

ACE Empower Academy School Leaders will develop annually a comprehensive, ongoing staff development plan in place 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 ANet coaches and other external experts
- Weekly feedback by school leaders and or peers, including observation and 1:1 coaching meetings

The key philosophy of PD at ACE Empower is that annual topics be 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. Some of the current PD initiatives include:

1. The Teaching and Learning Cycle

In order to effectively create and deliver a standards-based curriculum, it is crucial for a school to have in place a comprehensive system that links standards based curriculum, purposeful planning, and analysis of student learning (assessment) data that helps teachers plan what to reteach. In addition, curriculum, instruction, and internal assessment must be aligned with the external assessments, such as the SBAC, used to measure the efficacy of the school's program as a whole. ACE is 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 will 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

2. Writing in the Content Areas

Teachers will become familiar with what proficient writing looks like at the middle grades level, and shall receive specific instruction and on-going coaching in the *Write Tools*, a CCSS-aligned writing curriculum, complete with professional development modules and exemplars. Teachers will have planning time to create unit and lesson plans that integrate these strategies across all content areas, as well as the time to share techniques and demonstrate use of strategies in a lesson for the group.

3. Building the Schoolwide Culture: Ganas in the Classroom

Teachers and all staff will 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 Assembly, regular community exhibitions, and Advisory class will provide a context for in-depth reflection on how students can manifest their *Ganas* in their everyday choices; teachers and staff will 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.

4. Teacher Evaluation and On-going Support

Teachers and staff will 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 is in the midst of revamping its teacher evaluation process. Currently in its pilot year, the school is developing a teacher and staff professional growth and evaluation process that 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 will come out of it, will 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 Co-Principals will evaluate all teachers and work 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 will 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 currently include:

- Teachers set professional goals each year.
- Teacher experience level ranges from "novice" to "systems builder"
- All teachers have weekly coaching sessions with school leaders. Various types of data, including Growth Cycle, ANet, 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 some examples of the ACE Professional Development program, please see the documents in Appendix O and for supporting documentation for the pilot documents in the revised ACE teacher evaluation process see Appendix P.

PLAN FOR STUDENTS WITH DISABILITIES

Overview

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

ACE Empower Academy is an independent local educational agency ("LEA") member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a).

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

ACE Empower Academy may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. ACE Empower Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

ACE Empower Academy shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by ACE Empower Academy shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Principal 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, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests 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 a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, 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.

Services for Students under the "IDEIA"

The following description regarding how special education and related services is provided and funded is included below for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter. The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of ACE Empower Academy and the El Dorado County Charter SELPA. A copy of the MOU shall be made available to the County upon request.

ACE Empower Academy shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

ACE Empower Academy shall provide services for special education students enrolled in the Charter School. ACE Empower Academy shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

ACE Empower Academy agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to ACE Empower Academy students, staff, facilities, equipment and records as required or imposed by law.

<u>Staffing</u>

All special education services at ACE Empower Academy shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. ACE Empower Academy staff shall participate in SELPA in-service training relating to special education.

ACE Empower Academy shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. ACE Empower Academy shall ensure that all special education staff hired or contracted by ACE Empower Academy is qualified pursuant to SELPA policies, as well as meet all legal requirements. ACE Empower Academy shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to ACE Empower Academy students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

ACE Empower Academy shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. ACE Empower Academy shall adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

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

ACE Empower Academy shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. ACE Empower Academy shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. ACE Empower Academy shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

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

IEP Development

ACE Empower Academy understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible ACE Empower Academy students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

ACE Empower Academy shall be responsible for all school site implementation of the IEP for all students who qualify regardless of the district of residence. As part of this responsibility, ACE Empower Academy shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for ACE Empower Academy's non-special education students. ACE Empower Academy shall also provide all home-school coordination and information exchange. ACE Empower Academy shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

ACE Empower Academy shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in ACE Empower Academy from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, ACE Empower Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time ACE Empower Academy shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into ACE Empower Academy from a district operated program under the same special education local plan area of ACE Empower Academy within the same academic year, ACE Empower Academy shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and ACE Empower Academy agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to ACE Empower Academy with an IEP from outside of California during the same academic year, ACE Empower Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until ACE Empower Academy conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by ACE Empower Academy, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

ACE Empower Academy shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to ACE Empower Academy and no student shall be denied admission nor counseled out of ACE Empower Academy 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.

Parent/Guardian Concerns and Complaints

ACE Empower Academy shall adopt and implement policies for responding to parental concerns or complaints related to special education services. ACE Empower Academy shall receive any concerns raised by parents/guardians regarding related services and rights.

ACE Empower Academy's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

ACE Empower Academy may initiate a due process hearing or request for mediation with respect to a student enrolled in ACE Empower Academy if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, ACE Empower Academy shall defend the case.

SELPA Representation

ACE Empower Academy shall represent itself at all SELPA meetings.

<u>Funding</u> ACE Empower Academy is subject to the allocation plan of the SELPA.

GOALS AND ANNUAL ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of ACE Empower Academy's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Local Control and Accountability Plan (LCAP)

In accordance with Education Code Section 47606.5, ACE Empower Academy shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. ACE Empower Academy shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

B. MEASURABLE STUDENT OUTCOMES

<u>Governing Law</u>: 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. Education Code Section 47605(b)(5)(B).

STUDENT OUTCOMES GOALS AND TARGETS

ACE Empower Academy will strive to meet all of the following targets and achievement benchmarks. A major element of ACE's efforts to reach these targets is a partnership wth the Achievement Network, or ANet (http://www.achievementnetwork.org/) to provide school leaders with support in their efforts to meet school-wide ELA and Math targets and effectively support staff in the implementation of CCSS-based curricula. Through this partnership, students are assessed in ELA and Math four times a year. ANet provides the school with assessment via its online platform. Teachers gather to analyze data and make decisions about what material they need to re-teach and identify which students require targeted intervention. Students remain in targeted intervention until they demonstrate consistent growth. This cycle occurs four times throughout the year and not only informs instruction, but it also shapes professional development and teacher planning.

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 over time to improve performance in that area. ACE Empower Academy will track the progress of individual students toward the outcomes listed below.

The following table indicates key measurable outcomes and assessments used to measure student progress toward mastery:

Measurable Student Outcomes	Assessment Tools
Grade Level Proficiency (i.e.	 CAASPP/SBAC scores in English-Language Arts Performance levels on assessed standards in
Standard Met or Exceeded) in	the Humanities Core Performance levels on grade-level school
English-Language Arts	writing exams Northwest Evaluation Association (NWEA) scores Achievement Network (ANet) scores
Grade Level Proficiency (i.e.	 CAASPP/SBAC scores in Mathematics Performance levels on assessed standards in
Standard Met or Exceeded) in	Math core courses Northwest Evaluation Association (NWEA) scores Formative assessments administered in
Mathematics	computer- based Math intervention courses Achievement Network (ANet) scores
English Language Proficiency for	 Performance levels on the CELDT CAASPP/SBAC scores in English-Language Arts Performance levels on grade-level school
EL students	writing exams Northwest Evaluation Association (NWEA) scores
Achievement of IEP goals for Special Education students	 CAASPP, CAA or CMA scores Performance levels on assessed standards in the core classes Performance levels on grade-level school writing exams Teacher observations Formative and summative assessments administered in class

Academic Performance Index (API) Targets

In addition, ACE Empower Academy will meet Academic Performance Index (API) growth targets, as may be amended by the state, both schoolwide and in all numerically significant student subgroups.

Additional Student Measurable Outcomes from the ACE "Cascade"

The ACE Cascade (described above in Element A of the charter) includes some targets specific to ACE that are crucial to the ACE growth model and fundamental to the way ACE defines success for students.

Measurable Outcomes	Assessment Tools
All students will grow by 1.5 years in NWEA reading and in NWEA Math	NWEA scores
90% of students can state independently academic goals (CAASPP, NWEA), their current progress toward those goals, and what actions they are taking to achieve goals	Personal Learning Plans
90% of students are confident that they will be ready to attend and succeed in college by the time they graduate high school	Annual Surveys

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

ACE has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). ACE will pursue the following schoolwide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP, as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets the following criteria:

- The subgroup consists of at least 30 pupils, each of whom has a valid test score.
- For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. Cal. Education Code § 52052(a)(3).

As the State finalizes new standardized assessment tools (e.g., CAASPP and SBAC) and new school performance measures (e.g., API), ACE Empower Academy will work with the County to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined in Education Code section 47607.

The following table is a summary of the measurable schoolwide outcomes that are aligned to the school's mission, curriculum, and assessments, and the Eight State Priorities pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B) that will provide key data about the efficacy of the academic program of ACE Empower Academy as a whole. This data is used to drive decisions about overall program development, as well as informing on-going curriculum modifications and allocation of resources. ACE Empower Academy will strive to meet all of the following targets and achievement benchmarks. 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. Further, the school may modify its exit outcomes and performance goals over time.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

ACHIEVEMENT GOAL #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

School Action	Method of Assessment	Measureable Outcome(s)
Continue to ensure all teachers, especially new teachers, are supported in completing their credentialing process and becoming highly qualified	Internal review/audit	Increase the number of highly qualified teachers to 100%
To continue to recruit and retain high quality teachers, the school will maintain a competitive salary band.	Retention numbers	Increase the number of highly qualified teachers to 100%
Engage a recruitment team specifically to hire credentialed teachers that will ensure the credentialing process is complete prior to hiring	Internal review/audit	Increase the number of highly qualified teachers to 100%
Continue to collaborate to ensure that the site is fully equipped and offers students a clean, welcoming campus.	Internal review/audit	Site is fully equipped and offers students a clean, welcoming campus

ACHIEVEMENT GOAL #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

ACE Empower Academy will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

School Action	Method of Assessment	Measureable Outcome(s)
Provide teachers with collaboration/planning time through a prep period to create CCSS-aligned Math pacing guides that are consistent across grades 5-8	ANet Benchmarks	100% of teachers have access to CCSS-aligned professional development
Provide teachers with collaboration/planning time to create a pacing guide for writing strategies, based on the CCSS-aligned The Write Tools curriculum, that they may use at different points throughout the year	Writing Assessment	100% of teachers have access to CCSS-aligned professional development
Provide external coaches for all school leaders to support implementation of CCSS- based curricula	Teacher and school leader evaluations	100% of teachers have access to CCSS-aligned professional development
Provide teachers with professional development re strategies for addressing needs of ELLs	ANet Benchmarks NWEA	100% of teachers have access to CCSS-aligned professional development

ACHIEVEMENT GOAL #3— PARENTAL INVOLVEMENT

ACE Empower Academy will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

School Action	Method of Assessment	Measureable Outcome(s)
School leaders will recruit a	Assess board composition	Ensure parent representation
pool 2-3 potential parent		on the ACE Board of Directors,
candidates to serve on the		on hiring committees for school

ACE Board of Directors.		leaders/teachers, on school culture audit committees, student recruitment committee, etc.
School leaders will recruit a diverse pool of parent candidates to serve on hiring committees for school leaders/teachers, on school culture audit committees, student recruitment committee, etc.	Assess committee composition Parent surveys	Ensure parent representation on the ACE Board of Directors, on hiring committees for school leaders/teachers, on school culture audit committees, student recruitment committee, etc.
Strengthen site-based parent committees by providing more coaching, training for parent leaders	Parent surveys	Grow membership on parent committees.

ACHIEVEMENT GOAL #4— STUDENT ACHIEVEMENT

ACE Empower Academy will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)

B. The Academic Performance Index (API) (as available)

C. Percentage of pupils who are college and career ready

D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)

E. EL reclassification rate

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

School Action	Method of Assessment	Measureable Outcome(s)
The after school program will	ANet Benchmarks	Student grade-level proficiency
have an academic component	NWEA	rates in English and Math will
to support student learning	CAASPP	rise by 10% over previous year
		baseline.

The school day will include additional time for students to receive academic support from their teachers	ANet Benchmarks NWEA CAASPP	Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline.
Students will be provided with more instruction – two blocks of ELA and 2 blocks of Math	ANet Benchmarks NWEA CAASPP	Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline.
Continue implementation of Personal Learning Plan so students, families, and teachers can track student growth	ANet Benchmarks NWEA CAASPP College Ready Confidence Instructional Rubric	Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline.
Continue to collaborate with external experts, consultants to provide school leaders with support in his/her efforts to meet school-wide targets and effectively support staff in implementation of CCSS-based curricula	ANet Benchmarks NWEA CAASPP	Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline.

For this goal, ACE Empower will also be reporting in the Annual Update grade level analysis on performance on the state standardized tests, the Academic Performance Index score, and English Learner proficiency and reclassification rates. The measureable outcome for Achievement Goal should be reached or surpassed in the execution of its actions and services, which will lead to the overall growth of the Pupil Achievement State Priority.

ACHIEVEMENT GOAL #5— STUDENT ENGAGEMENT

ACE Empower Academy will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High School graduation rates

School Action	Method of Assessment	Measureable Outcome(s)
Continue to make curriculum accessible to students on an individual basis by identifying challenges early on and providing students with support (via targeted intervention and on-line programs)	ANet Benchmarks NWEA	Student grade-level proficiency rates will rise by 10% over previous year baseline
Adopt a more proactive approach with regard to student absences, such as home visits	Student absence data	Attendance rates for the school year will remain above 95%

For this goal, Empower will also be reporting in the Annual Update grade level analysis on chronic absenteeism and our dropout rates. The measureable outcome for this Achievement Goal should be reached or surpassed in the execution of its actions and services, which will lead to the overall increase in Student Engagement.

ACHIEVEMENT GOAL #6— SCHOOL CLIMATE

ACE Empower Academy will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

School Action	Method of Assessment	Measureable Outcome(s)
Revisit behavior system and	Parent Surveys	Reduce referrals and
modify based on student	Student Surveys	suspensions by 5% over
needs		previous year baseline.
Market counseling services	Parent Surveys	Reduce referrals and
offered at school	Student Surveys	suspensions by 5% over
		previous year baseline.
Continue professional	Parent Surveys	Reduce referrals and
development for all staff	Student Surveys	suspensions by 5% over
around implementation of		previous year baseline.
Student Engagement System		
Inform families regarding	Parent Surveys	Reduce referrals and
changes to Student	Student Surveys	suspensions by 5% over
Engagement System and/or		previous year baseline.

changes to implementation	

ACHIEVEMENT GOAL #7— COURSE ACCESS

ACE Empower Academy will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

School Action	Method of Assessment	Measureable Outcome(s)
Provide students with college field trips	Parent Surveys Student Surveys College Ready Confidence Instructional Rubric	100% of students participate in curricula designed to improve college readiness, knowledge.
Include activities explicitly designed to increase college ambition in "Culture Calendar" events	Parent Surveys Student Surveys College Ready Confidence Instructional Rubric	100% of students participate in curricula designed to improve college readiness, knowledge.
Continue to develop, expand co-curricular activities for all students	Review of curricular offerings Student Surveys	Establish baseline for students participating in co-curricular activities

ACHIEVEMENT GOAL #8— STUDENT PERFORMANCE

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see http://www.cde.ca.gov/be/st/ss/ and www.corestandards.org) and aligned with the state's priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her 8 baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

- A. Internal Assessment
- B. Growth

C. Social Responsibility

School Action	Method of Assessment	Measureable Outcome(s)
Provide new teachers with professional development around implementation of Personal Learning Plans so that students, families, and teachers can track student growth	Parent Surveys Student Surveys	100% of students have active, complete Personal Learning Plans
Provide all staff with professional development that revisits the purpose of the Advisory Program	School culture audit Parent Surveys Student Surveys	100% of students have active, complete Personal Learning Plans
Develop a protocol for measuring the effectiveness of the Advisory Program that aligns with the school culture audit	School culture audit Parent Surveys Student Surveys	100% of students have active, complete Personal Learning Plans
Professional development for teachers around teaching, curriculum development strategies to enhance student habits of mind and work that promote college, career readiness	Parent Surveys Student Surveys College Ready Confidence Instructional Rubric	100% of students have active, complete Personal Learning Plans

C. METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

<u>Governing Law</u>: 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. Education Code Section 47605(b)(5)(C).

ACE Empower Academy will participate fully in 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. ACE will also utilize diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations.

ACE Empower Academy shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, 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.

ACE Empower Academy uses assessment data for many purposes: to improve its program; to communicate results; and to determine success. A careful analysis of all assessments provides a basis for program evaluation and change; curriculum revision and implementation; scheduling; grouping; staffing; and resource allocation. Student achievement results are also shared with all stakeholders. 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 ACE Empower Academy's results compare with those of the district, state, as well as some regional and national results.

All assessment at ACE Empower Academy is carefully aligned with the school's academic goals and the Common Core State Standards. Student performance data is collected regularly from a wide variety of assessments which are chosen and implemented in order for teachers, students, and families to best understand student progress toward academic proficiency, as well as providing a detailed individual picture of each student's growth, academic strengths, and areas where further instruction, intervention and coaching is necessary. ACE Empower Academy 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 a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C). ACE Empower Academy 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 that incorporates all relevant data (behavioral and academic) about a student. Each cycle, teachers analyze the data in order to identify which students require additional remediation.

TYPES OF ASSESSMENTS

The following is a detailed explanation of what each of the above assessment entails, and how ACE Empower Academy will use the results of these assessments.

California Assessment of Student Performance and Progress (CAASPP)

The CAASPP system is the primary assessment used to track student progress toward gradelevel mastery of the Common Core standards. The Smarter Balanced Assessment system, a major components 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 Common Core State Standards for English language arts/literacy and mathematics. SBAC data will be the most important way for ACE Empower Academy 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.

ACE Empower Academy 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.

CELDT (California English Language Development Test)

The California English Language Development Test (CELDT) is designed to: (1) to identify students who are limited English proficient; (2) to determine the level of English-language proficiency of students who are limited English proficient; and (3) to assess the progress of limited-English-proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

ACE Empower Academy will use CELDT data to make initial placement decisions, including ESL placement, inform teacher planning and instruction, measure the efficacy of the school program, and most importantly, monitor student progress toward English-language proficiency. The CELDT will be administered to all EL students as required during the testing window between July 1 and Oct. 31 and as needed for new students throughout the year.

NWEA – Measure of Academic Progress (MAP) Assessment

One of the assessment tools that ACE Empower Academy uses is the NWEA. 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, NWEA will provide ACE Empower Academy with an outside measure of achievement and growth that will be essential to measuring the

school's success.

In addition to generating reports broken down into sub-skills, NWEA can generate "skills reports" that note which skills in reading, language, and mathematics each student has mastered and which skills the student still needs remediation support. Reports can be generated to look at students individually, by class, or by the school as a whole. NWEA can also generate RIT scores that can project an equivalent performance level on the Smarter Balanced Assessment Consortium (SBAC) test based on student performance in each of the sub-tests administered.

Teachers will use these reports in several ways. First, they will use them to create their standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that have been missed. Secondly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year.

NWEA MAP will be administered 2x per year. Reports from NWEA that include student performance data will be generated and analyzed by the school Admin Team. The Admin Team will then share the data with the school team, generate observations about the data, and generate a plan with action items. These action items will be addressed in core classes by teachers as well as during targeted intervention. This data will also be used to inform student assignments to the Rtl program and guided groups in all core classes.

Achievement Network (ANet)

Every 6-7 weeks, the school administers ANet's interim assessments in English language arts and Math. 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. ANet coaches work with school staff to analyze data and improve instructional practices

Response to Intervention (Rtl)

The Response to Intervention (RtI) model at ACE Empower Academy centers around a data dashboard that includes all relevant student data – behavioral and academic. Teachers examine this data four times throughout the year to determine what concepts need to be retaught and to identify which students require targeted intervention and tutoring.

Writing Assessment

The school administers a writing assessment in order to (1) gauge the effectiveness of the school's writing program and (2) assess student writing. Based on this data, the school will make adjustments to its writing program, if necessary.

Benchmark Assessments

Benchmark assessments (BMK's) will be administered 4x per year (October, December, February, March) in all core classes. BMK's will be analyzed during bi-monthly data and analysis days (October, December, February, March) by subject-area teams. Subject-area teams will share this data with the school team, generate observations about the data, and generate a plan with action items. These action items will be addressed in core classes by teachers as well as during targeted intervention. This data will also be used to inform student assignments to the RtI program and guided groups in all core classes.

End of Course (EOC) Assessments

End of Course assessments (EOC's) will be administered 2x per year (September, June) and will include the top 10 content standards for each core subject-area (English Language Arts, Math, Science for 5th and 8th grade). EOC data will be analyzed after their administration in September and June (during staff meetings) to evaluate student progress on their grade-level standards. Analysis will be conducted by subject-area teams. Subject-area teams will share this data with the school team, generate observations about the data, and generate a plan of action to address in the scope and sequence for the year in September. After the June administration, subject-area teams will make recommendations for the 2016-2017 scope and sequence for their course based on trends and patterns generated by student performance. These trends will then be analyzed to generate recommendations about areas of focus for the following year. Teachers will identify the impact of each standard and how/if their focus in the scope and sequence for the following year should be adjusted.

Smarter Balanced Practice and Training Tests

Smarter Balanced Practice and Training Tests will be administered 2x per year (December, March) to gauge student progress towards mastery of grade-level standards. The Smarter Balanced Practice and Training Tests will include all standards that are tested on the SBAC and will be patterned after the SBAC Blueprint for each respective content area. Data from the Smarter Balanced Practice and Training Tests will be analyzed in December by the school team (led by the Admin Team) to identify areas of student need to be addressed in January. Staff will generate recommendations for adjustments to the scope and sequence for the year. This data will also be used to inform Rtl assignments for the subsequent data cycle as well as guided groups in core classes.

Grade-level Writing Assessments

Writing is central to the curriculum at ACE Empower Academy. In order to measure how well students are learning to write both individually and as a school, ACE will administer site-developed, site-scored writing assessments at all grade levels twice each year. These assessments will be similar to the state writing assessment included on the SBAC. The assessments will be scored using the rubric used to score the SBAC writing assessment.

Teachers will receive training in the rubric and scoring writing using the rubric, including practice using the anchor papers and sample student assessments so that site expectations

are calibrated to state expectations. Students will receive similar training in their Humanities core so that they fully understand the state rubric, how to use it to guide their writing, and are familiar with what proficient and advanced writing at each grade-level looks like. Writing in all content areas will be scored using the state rubric or a version of the rubric modified to the particular task or discipline.

The writing snapshot will be administered in Humanities classes and will be scored using a 4 point rubric. Writing snapshots will be scored during whole-staff meetings and data will be disseminated to all teachers. Humanities teachers will take this data to inform their writing groups, writing mini-lessons, and writing conferences throughout the year.

School Accountability Report Card (SARC)

On or before February 1 of each year, the School will post its SARC for the prior year either on the SCCOE web site or the School's own web site. ACE will include all elements, as required by state and federal laws.

Assessment Calendar: How Assessments are Used To Improve Instruction, School Program

The school's assessment calendar is developed from year to year to align with the school's data cycles. Assessments on the calendar are administered teachers in core classes as well as by school administrators and other support staff. The assessment calendar allows for regular review of student data; assessment calendar includes not only teacher deadlines but also internal deadlines to the ACE Board of Directors.

The following table summarizes the school's main assessments, the key uses of the results, and the timeline for their implementation for the 2015-16 school year:

Cycle	Assessment	Due Date	Notes
Cycle 0: July 5 – August 27	NWEA #1	July 23 [™]	All students
	August 9 th : Report due to the AC	E Board of Directors	
Cycle 1:	DRA #1	September 1 – 30	All students
August 30 – October 21	End of Course Assessment	September 7-10	
	Data Tracker Due	September 17	To collect baseline data based on EOC
	Writing Snapshot #1	September 13-17	
	CELDT	October 1-29	
	NWEA #2	October 15	Compare RIT score to Benchmark score
	Benchmark #1	October 18-21	Cumulative
	DATA Tracker Due	October 22	Update with BM 1 Data
	October 22 – Data Analysis & I		
	October 25 th – Report due to ACE B	oard of Directors	
Cycle 2 October 25 – December 16	Report cards due	October 27	To prepare for SLC's
	Student-Led Conferences (SLC'S)	November 1 – 5	Minimum Days
	Practice CST #1 (Benchmark #2)	December 13-15	As proxy for Benchmark #2
	Report cards due	December 15	
	Ganas Exhibition Night	December 16	
	DATA Tracker Due	December 17	Update with BM 2 data
December 17 – Data Analysis Da	νy		
January 3 –Planning Day			
	January 20 th : Report due to ACE Bo	oard of Directors	
Cycle 3:	NWEA #3	January 4-7	All students
January 4 – February 10	DRA #2	February 7-10	For 4 th grade and below

February 11 – Data Analysis & Planning Day February 11th – Report due to ACE Board of Directors

February 7 – 10

February 11

February 23

March 28 – 30

February 28 – March 4

Benchmark #3

Cycle 4:

February 21 – March 31

DATA Tracker Due

Report cards due

Pre-CST #2

(Benchmark #4)

Student-Led Conferences

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Cumulative

Update with BM 3 data

Minimum Days

As proxy for

Benchmark 4

	DATA Tracker Due	April 1	Update with BM
			4 data
April 1 – Data Analysis & Pl	anning Day		
	April 1 st : Report due to Academic Per	formance Subcommittee	
Cycle 5: April 11 – May 20	Launch to CST's!		
CST Testing: May 9 – 20			
Cycle 6: May 23 – June 9	NWEA #4	May 31 – June 3	During core classes
	End of Course Assessment	June 6 – 8	In all core classes
	Writing Snapshot #2	June 1 – 3	In Humanities classes
	DRA #3	June 1 – 3	In Humanities classes
	Ganas Portfolio Exhibition	June 7	All students
	Report cards due	June 8	Final grades & comments
	DATA Tracker Due	June 10	Update with EOC data
June 10 – Staff Close Out Da	ау		
	June 10 th – Report due to ACE	Board of Directors	

Data Collection, Dissemination and Analysis

The following is a table that highlights how data is collected, disseminated and analyzed at ACE Empower Academy. It is important to note here that all of this data, when available, is collected and analyzed quarterly as part of the ACE Growth Cycle. This data is shared regularly with staff, students, families, ACE Board, the Santa Clara County Office of Education, and all other key stakeholders.

Data source	Collection, Dissemination and Analysis	Person responsible
CAASPP/SBAC data	 CAASPP/SBAC data is collected and disaggregated by grade level and other important subgroups. Led by the Co-Principals, 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 Co-Principals to gauge whole-school and sub-group performance, and guide curriculum and other school program initiatives. 	Co-Principals, Manager of Data Analytics and Information

CELDT data	The Co-Principals oversee the administration of the CELDT test, collects and disseminates CELDT scores to teachers and works with teachers to ensure that curriculum and instruction address EL student needs, and that appropriate differentiation and interventions are provided in regular classroom and during intervention times.	Co-Principals
NWEA	Teachers administer the NWEA two times over the course of the year and use student data from these tests to signal schoolwide and individual student areas of weakness and strength. Teachers use this data in on-going curriculum and instructional design to ensure that students are meeting necessary benchmarks in a timely fashion.	Teachers
School-based formative assessments	Teachers administer Common Core-aligned assessments developed by ANet to track student progress toward mastery. The Co-Principals coach teachers on the implementation of these formative assessments and collaborate with teachers to assess the results of these assessments and use them to shape on-going curriculum and instructional development. Teachers also use student assessment data to determine what re-teaching is necessary and to identify students who require targeted intervention.	Co-Principals, 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 Co-Principals, 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 1.5 years of growth. ANet assessments are administered every cycle to determine students' level of proficiency	Co-Principals
	and to guide teachers' planning and instruction. Summative assessment data, in general, is used by the Co-Principals 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.	
Attendance and Discipline data	The Co-Principals will collect and assess attendance and discipline data, and share the data with staff and families as necessary. The Co-Principals use this data to guide schoolwide program design to ensure high attendance levels and a safe learning environment.	Co-Principals
Culture of Optimism	In keeping with its mission, ACE very deliberately recruits students from the highest-need neighborhoods. To adequately serve these students, the school collects data from students, families, and staff regarding the school's effectiveness at promoting a culture of optimism. The Co-Principals collect data on homework completion, family participation, student articulation of academic goals, etc. to demonstrate that the school is an engaging environment that helps students develop habits and attitudes that prepare them for success in college and life.	Co-Principals Manager of Community Engagement

College Ready Confidence	The Co-Principals analyze NWEA scores, academic proficiency rates, and writing assessment results to ensure that students are acquiring the knowledge and skills necessary to confidently choose and complete a four-year college.	Co-Principals
Rtl Tracker	Each cycle, teachers analyze student behavioral and academic data to identify strengths and challenges. Based on this data, teachers determine which students require targeted intervention in ELA and Math.	Co-Principals Teachers

Use of Multiple Measures of Assessment

ACE Empower Academy uses assessment data for many purposes. ACE Empower Academy 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 ACE Empower Academy'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.

ACE Empower Academy 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.

D. GOVERNANCE STRUCTURE

<u>Governing Law</u>: 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 Empower Academy 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.

Non-Profit Public Benefit Corporation

ACE Empower Academy shall be operated by ACE Charter School (or "ACE"), a nonprofit public benefit corporation, formed and organized pursuant to California law.

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

Attached, as Appendix Q, Corporate Documents, please find the ACE Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

ACE Empower Academy is governed by the ACE Board of Directors (or "Board") pursuant to its adopted corporate bylaws, which shall be consistent with this charter.

The ACE Board is a policy-making board that oversees the fundamental aspects of the School. The Board shall be composed of at least nine (9) and no more than thirteen (13) directors, including parents and community members. In addition, in accordance with Education Code Section 47604(b), County shall be entitled to a single representative on the ACE Board of Directors.

At least one director position is reserved for a parent of a student attending ACE Empower Academy. With the exception of the potential County-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.

The Board's current composition includes:

Tamara Alvarado, President Executive Director, School of Arts & Culture at Mexican Heritage Plaza tecomami@yahoo.com

Jonathan D. Hicks, Vice President Sr. Corporate Counsel, Netflix, Inc. jdhicks418@gmail.com

Gary Rummelhoff, Treasurer Chief Financial Officer, Unity Care rummelhoff@yahoo.com

Susan Hammer, Secretary Former Mayor, City of San Jose mayorsusan@aol.com

Elizabeth Alvarez, Interim Program Director, Franklin-McKinley Children's Initiative etalvarez2012@gmail.com

Florina Gallegos Retired Business Manager florgallegos@yahoo.com

Dr. Mary Lairon, Former Assistant/Associate Superintendent of Mountain View- Whisman and Redwood City Elementary School Districts mlairon@mvwsd.org

Manou Mobedshahi President, Mobedshahi Hotel Group mooobed@gmail.com

Dr. Linda Murray Superintendent-in-Residence, Innovate Public Schools Itmurray@aol.com

Tania Wilcox Former Board Chair and Executive Director, Breakthrough Silicon Valley taniaalta@hotmail.com All members of the Board of ACE Empower Academy, except the parent representative, shall serve two-year terms and until a successor director has been designated and qualified. 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 ACE Empower Academy shall meet regularly, at least once every two months, and in accordance with the Brown Act. Board Meetings will be conducted in accordance with Roberts Rules of Order. The Board of Directors shall 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:

- Ratify hiring and promotion decisions made by the Executive Director.
- Hire, discipline, evaluate, and determine the compensation of the Executive Director.
- Discipline and dismiss all employees of the School after consideration of a recommendation by the Executive Director or ACE Empower Academy Principal
- Approve all contractual agreements
- 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

ACE Charter School has adopted and shall comply with a conflict of interest code, including annual

Form 700 filing requirements, in compliance with Government Code Section 1090, the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflicts of interest laws and regulations. As noted above, the conflict of interest code is included within the Corporate Documents Appendix.

The Board of Directors has created four committees, the Executive, Academic Performance, Finance, and Development Committees. These Board Committees meet regularly (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.

At present the Board of Directors of ACE Charter Schools does not have a parent representative, but several candidates have been identified by the Parent Leadership Councils and it is expected that at least one of them will be elected to the Board of Directors in the very near future.

Role of Executive Director

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

- Develop and articulate the overall mission for ACE Empower Academy, including identifying the target student population
- Develop and communicate the overarching philosophy of the academic program, as well as major school culture and organizational development initiatives
- Design and implement all fundraising initiatives to ensure long-term fiscal health and viability of ACE Empower Academy
- Handle all Board-related tasks, including reports on school progress and achievement and financial reports
- Provide a liaison between the Santa Clara County Office of Education and the ACE Board of Directors
- Develop and administer the budget of ACE Empower Academy in accordance with generally accepted accounting principles
- Manage (with the school's Managing Director of Business Operations and Strategy) the efficient and effective planning and implementation of back-office tasks for ACE Empower Academy, including but not limited to budget development, financial reporting, audits, and fundraising
- Contract with and evaluate third-party support providers to provide payroll, bookkeeping, budgeting, and other back-office services
- Ensure that the Santa Clara County Office of Education and the State of California receive all necessary and mandated reports and data
- Negotiate Memoranda of Understanding and other contracts with charter authorizer, other community partners
- Ensure all state and federal required reports are completed and filed (i.e. CBEDS, R30;

quarterly and annual financial reporting)

Role of the Principal

The Co-Principals are the academic leaders at the School, who spearhead the development of the School curriculum and School culture. The Co-Principals manage academic program development, professional development activities, and will work with teachers to improve curriculum and instruction. The Co-Principals are also 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 Co-Principals also ensure that the connection between school and families is strong, mutually respectful, and marked by continual communication about student performance and behavior.

The Co -Principals' duties shall include, but are not limited to, the following:

- Ensuring that all elements of ACE Empower Academy are directed at helping the school achieve its mission of supporting low-achieving students to reach academic proficiency
- 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 County, State, and Federal reporting is completed in an efficient, accurate fashion
- Reaching out to parents, the District, the Santa Clara County Office of Education and the community to build a network of collaboration directed at student success
- Recruiting new students and families
- Recommendations to Board of hiring, discipline, dismissal of staff
- Ensuring a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement

Role of 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 academic program and curriculum to meet evolving understanding of target student needs
- Engaging in community outreach, including family communication and school events and academic exhibitions
- Participating on key school committees, including the Personalized Learning Plan and IEP committees as well as the internal Discipline Committee

• The *Humanities Lead Teacher* and the *Math Lead Teacher* help lead the faculty in the design and implementation of the academic program and collaborate with administrators to conduct data analysis to support ongoing curriculum design.

Role of Families

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, discipline and family leadership committees.

According to ACE Empower Academy 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 atrisk students to success in school.

A key aspect of this community collaboration is the school's close and transparent relationship with families. While ACE Empower Academy will have 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:

- 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, LEA plan development, Parent Leadership Councils and the like, similar to other schools School Site Council, will be seen as an advisory group.
- 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 multistep process of preparing for college success
- Discipline process with school family meetings and student behavior contracts that involve the family in entire process
- Regular teacher communication to families (letters and phone calls) to keep families abreast of student successes and problems

E. EMPLOYEE QUALIFICATIONS

<u>Governing Law</u>: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

Overall Qualifications

ACE Empower Academy shall be nonsectarian in its employment practices and all other operations. ACE Empower Academy shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender, disability, or upon any of the characteristics listed in Education Code Section 220.

The first criteria used in evaluating potential ACE Empower Academy staff members is whether or not they fully embrace the school's vision of academic proficiency for underachievers. For administrators, teachers, and all non-teaching staff, a commitment to the school's mission and to the students and families we serve is of paramount importance.

There are other factors which are critical to professional success at ACE Empower Academy, including:

- Desire to serve low-achieving students
- Experience working directly with students in an urban school
- Ability to prepare students academically and emotionally for the rigors of a college-prep high school curriculum and subsequently college
- Commitment to creating a school atmosphere where students learn to be active, disciplined learners
- Involvement in the life of the school
- Openness to critical feedback and the chance to collaborate with ambitious, dedicated colleagues

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

All ACE employees shall be subject to a background check that include 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: Health and Safety Procedures, below, for more information.

Teacher Qualifications

ACE Empower Academy shall comply with Education Code Section 47605(I), which states:

"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, non-college preparatory courses."

ACE Empower Academy teachers shall meet any applicable federal requirements for teachers at charter schools pursuant to the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended under the Every Student Succeeds Act ("ESSA"). All teachers who teach English Learners must possess a CLAD and/or BCLAD or other certification or authorization to teach these groups of students.¹¹

Pursuant to Education Code Section 47605(I), "It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses." Please see Appendix R, Non–Core, Non–College Prep Courses for a list of course currently offered. Accordingly, ACE Empower Academy may 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 support capacity. 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

Job Qualifications for ACE Empower Academy Leadership

Executive Director

Primary job qualifications for the Executive Director include:

- Ability to effectively lead an education non-profit
- Experience in non-profit governance, program development, implementation
- Experience in teaching and administration in schools that serve underachieving students
- Expertise in curriculum and school program development and implementation
- Excellent communication, community outreach and coalition-building skills
- Ability to develop, implement long-term strategic plan to manage school growth, maintain fidelity to ACE Empower Academy mission and vision
- Management skills to ensure on-going financial stability and sustainability for the school
- Fundraising skills to ensure financial viability of the school
- Minimum 5 years of experience in urban public school reform
- Minimum of conversational Spanish
- Educational background to include at least a BA, teaching and/or administrative credential, and preferably a MA or PhD in education

¹¹ It is ACE's understanding is that the ESSA no longer includes the Highly Qualified Teacher requirements previously required under NCLB.

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.

Dean of Students

Primary job qualifications for the Dean of Students include:

- 3-5 year's 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
- At minimum, conversational in Spanish. Fluency in written and spoken Spanish preferred.

Office Manager

Primary job qualifications for the Office Manager include:

- 2-3 years 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.

F. HEALTH AND SAFETY PROCEDURES

<u>Governing Law</u>: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

ACE Empower Academy maintains a complete guide of health and safety policies and 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 on site and is available for County review on an ongoing basis.

The health and safety policies and procedures are incorporated into ACE Empower Academy's Student and Family Handbook, Employee Handbooks, and School Site Safety Plan and are reviewed on an ongoing basis by the Executive Director and Board of Directors. ACE shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

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 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 ACE Empower Academy:

- 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 Executive Director/Principal 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

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.

Tuberculosis Risk Assessment and Examination

Faculty and staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

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

Medication in School

ACE Empower Academy shall adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Epinephrine Auto-Injectors

ACE Empower Academy shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteer at school.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. ACE Empower Academy shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by ACE Empower Academy.

Diabetes

ACE Empower Academy shall 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 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.

Emergency Preparedness

ACE Empower Academy 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.

Blood borne Pathogens

ACE Empower Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. 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.

Drug-, Alcohol-, and Smoke-Free Environment

ACE Empower Academy shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

ACE Empower Academy 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. ACE Empower Academy 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. ACE Empower Academy shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

ACE Empower Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. ACE Empower Academy 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 ACE Empower Academy's discrimination and harassment policies.

G. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

<u>Governing Law</u>: 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. Education Code Section 47605(b)(5)(G).

ACE Empower Academy 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 Alum Rock Union School District (ARUSD).

Recruitment Strategy

ACE Empower Academy recruitment process is designed to enroll entering 5th and 6th graders who are below grade level in Language Arts and/or Math. In order to effectively identify and attract low-performing students and their families, ACE Empower Academy looks to build a relationship with ARUSD and school staff where the district and schools will identify students who are two or more years below grade level in Reading and Math, and will facilitate meetings between the students, their families, and ACE Empower Academy.

ACE Empower Academy has strong partnerships with community centers, churches and other organizations who work with local children and families. As a result of these partnerships ACE Empower Academy 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 ARUSD. ACE Empower Academy recognizes that the racial and ethnic balance at the school may vary from the general population of ARUSD because of its focus on a particular low-achieving target student.

ACE Empower Academy 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 ARUSD, 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 ARUSD
- Partnerships with community organizations, churches and local elementary schools to ensure that all elements of the ARUSD community have access to information about ACE Empower Academy
- Public informational meetings with translators available for families

Public Outreach Campaign

ACE Empower Academy conducts a series of public outreach events, mailers, and other activities during the school year. All ACE Empower Academy events and informational materials will be bilingual, and all recruitment activities stress the school's focus on target students who have fallen significantly behind grade level and are in need of additional support.

Recruitment Partners

ACE works with local community organizations committed to helping the least fortunate in East San Jose. ACE continues to build on its partnership with local organizations such as Our Lady of Guadalupe Church, the City of San Jose Youth Centers, and Somos Mayfair. ACE also works with local charter schools to coordinate recruitment activities, and continues to attempt to initiate collaboration with ARUSD around effective recruitment of the ACE target student.

The following is a sample ACE **Student and Family Recruitment Plan.** The plan is adjusted each year, as needed.

Target: To recruit students in 5th grade and 6th grade who are performing significantly below grade level in Math and/or English. The goal is to have a 10% waitlist in each grade.

1. 2016-2017 Enrollment will be advertised in the following:

- Internally, to our parent community (with incentives for students referred)
- Churches (Our Lady of Guadalupe, Nuestra Senora del Refugio, etc.)
- Community Centers (Mayfair, Alum Rock, Grail, etc.)
- Community events (resource fairs, festivals, etc.)
- Food and Clothes giveaways (Santee, OLG, Second Harvest Food Bank, Hank Lopez, etc.)
- Presentations at neighboring charter elementary schools (Rocketship, etc.)
- Send out Bulk Mail
- ACE website will be updated with new Intent to Enroll Form, application process and deadlines.

2. Materials that will be used during recruitment

- Table Cloth
- Folding table and chair
- Poster about ACE
- Intent to Enroll Forms and Fliers
- Sign-up sheet for school tour and more information
- Clipboards and pens
- Business Cards

3. Communication Methods and Frequency

• Outreach Coordinator along with Recruiters, will attend recruitment events and distribute fliers starting in November.

- The School Site will hold monthly Info Sessions for interested families.
- Outreach Coordinator will schedule and lead school tours 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 of the month starting in February.
- Families will receive notification in the School Mint system about their status, 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.

4. Tracking

- Record effectiveness of recruitment strategies.
- Maintain a weekly updated recruitment database with new and returning applications received and monthly targets.
- Update recruitment calendar.

Current Student Demographics

The following table shows the number of students by ethnic category for the next four years; in 2017-18 ACE will reach its targeted enrollment. Projections for subsequent years are based on the percentage of students in each ethnic category in 2015-16.

Ethnic Category	2015-16 %	2016-17	2017-18	2018-19	2019-20
American Indian	0.28%	1	1	1	1
Asian	1.99%	7	8	8	8
African-American	0.57%	2	2	2	2
Hispanic	96.3%	406	435	435	435
Pacific Islander	0.0%	0	0	0	0
White	0.57%	2	2	2	2
N/A	0.28%	2	2	2	2

ACE Empower Academy 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 ARUSD. Because of the school's specific target student, the school's racial and ethnic balance may vary somewhat from ARUSD as a whole.

H. ADMISSIONS REQUIREMENTS

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

ACE Empower Academy is nonsectarian in its programs, admission policies, employment practices, and all other operations. ACE Empower Academy does not charge tuition and the school does not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability or any other basis characteristic described in Education Code Section 220.

ACE Empower Academy shall admit all pupils who wish to attend ACE Empower Academy. No test or assessment shall be administered to students prior to acceptance and enrollment into ACE Empower Academy. ACE Empower Academy shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Admission Requirements

ACE Empower Academy shall require students who wish to attend ACE Empower Academy to complete an application form. Applications are available on-line or in hard copy form in both English and Spanish. After admission, students will be required to submit an enrollment packet, which shall include the following:

- 1. Student enrollment form
- 2. Proof of Immunization
- 3. Home Language Survey
- 4. Completion of Emergency Medical Information Form
- 5. Proof of minimum age requirements, e.g. birth certificate
- 6. 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, ACE Empower Academy 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. Siblings of enrolled students
- 2. Children of ACE Charter School teachers and staff
- 3. Residents of the Alum Rock Unified School District
- 4. All other applicants

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 ACE Empower Academy website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. ACE Empower Academy 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

The following are the approximate timelines for admission to ACE Empower Academy. It is anticipated that this timeline will remain the same, but it may change over time.

- November-June: Recruitment events, Bilingual information sessions, meetings with family groups, home visits, school tours
- November-January: Open application period Intent to Enroll forms (ITE)
- January Determine which current students are returning (Re-Enroll forms)
- Last day of January: Application deadline for new students
- First week of February: Random drawing held (status of application sent out in School Mint notification)
- February-June: Registration Period
- March New Student Welcome Event
- March-June: Enrollment seminars and Community Gatherings to engage accepted families
- Summer: Family/Student orientations held

The most recent version of the Student and Family Handbook is available upon request for the most recent version of our annual notices and Student and Family Contract.

I. FISCAL AND PROGRAMMATIC AUDIT

<u>Governing Law</u>: 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. Education Code Section 47605(b)(5)(I).

Fiscal Audit

The 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 Empower Academy will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of ACE Empower Academy will be kept in accordance with generally accepted accounting principles and, as required by applicable law, 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 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 Santa Clara County Superintendent of Schools, the State Controller, and to the 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 Board with recommendations on how to resolve them. The ACE Board will submit a report to the Santa Clara County Superintendent of Schools describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the Santa Clara County Office of Education 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 ACE Empower Academy is a public record to be provided to the public upon request.

ACE's current auditor is:

Wade N. McMullen Vicenti, Lloyd & Stutzman LLP 2210 E. Route 66, Suite 100 Glendora, CA 91740 Phone: 626.857.7300

Programmatic Audit

ACE Empower Academy will provide to the Santa Clara County Office of Education (SCCOE) an annual performance report in accordance with the guideline and requirements set forth by the SCCOE. ACE Empower Academy will use the data in the performance report to assess and improve upon its educational programming on an on-going basis.

ACE Empower Academy and the SCCOE will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report. ACE Empower Academy will use the data in the performance report to assess and improve upon its educational programming on an on-going basis.

The above-referenced annual performance report and the State-mandated School Accountability Report Card will be submitted to the SCCOE within the timelines agreed upon by the SCCOE and ACE Empower Academy and made available to the public.

ACE Empower Academy will also submit to SCCOE by September 15th of every year, the unaudited financials for the school year completed on June 30th.

ACE Empower Academy and the SCCOE will jointly develop a visitation process to enable the SCCOE to gather information needed to validate the school's performance and compliance with the terms of this charter. However, ACE Empower Academy agrees to and submits to the right of the SCCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Pursuant to Education Code Section 47604.3 ACE Empower Academy shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from SCCOE and the State Superintendent of PublicInstruction.

J. PUPIL SUSPENSION AND EXPULSION

<u>Governing Law:</u> The procedures by which pupils can be suspended or expelled. 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 wellbeing of all students at ACE Empower Academy ("ACE"). In creating this policy, ACE 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.* ACE 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 ACE'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.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

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 ACE 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 Executive Director/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 ACE 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 regular education students except when federal and state law mandates additional or different procedures. ACE will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom ACE 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.

B. 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.

- C. 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 or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.

- 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.
- I) 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.
- 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 terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in

excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- 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, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 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.
 - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the 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.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 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 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 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 or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) 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.
- I) 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.
- 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 terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- 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, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 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.
 - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the 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.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 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 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 Executive Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. 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 Executive Director/Principal or the Executive Director/Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director/Principal. The conference may be omitted if the Executive Director/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 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 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 suspension, the Executive Director/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 Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director/Principal or Executive Director/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. 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 Executive Director/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.

E. Authority to Expel

A student may be expelled either by the ACE Board of Directors following a hearing before it or by the ACE Board upon the recommendation of an Administrative Panel to

be assigned by the ACE 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 member of the ACE Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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

ACE may, upon finding a 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 ACE Governing Board, administrative panel, 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.

- 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. ACE 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 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 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, ACE must present evidence that the witness' presence is both desired by the witness and will be helpful to ACE. 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. 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.

I. 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 and sworn declarations may be admitted as testimony from witnesses of whom the ACE 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 accused 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 ACE Board, which will make a final determination regarding the expulsion. The final decision by the ACE Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the ACE Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Executive Director/Principal or designee following a decision of the ACE Board to

expel shall send written notice of the decision to expel, including the ACE 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 ACE.

The Executive Director/Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

- 1. The student's name
- 2. The specific expellable offense committed by the student.
- K. Disciplinary Records

ACE shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the County upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from ACE as the ACE Board's decision to expel shall be final.

M. 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.

N. Rehabilitation Plans

Students who are expelled from ACE shall be given a rehabilitation plan upon expulsion as developed by the ACE 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 (1) year from the date of expulsion when the pupil may reapply to ACE for readmission.

O. 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 ACE Board following a meeting with the Executive Director/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 Executive Director/Principal shall make a recommendation to the ACE 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 ACE's capacity at the time the student seeks readmission.

P. Suspension and Expulsion, Special Procedures for Students with Disabilities

1. NOTIFICATION OF SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy for 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. <u>SERVICES DURING SUSPENSION</u>

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim 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 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 hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. <u>Special Circumstances</u>

Charter School personnel may consider any unique circumstances on a case-bycase basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The 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. <u>PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES</u>

A student who has not been identified as an individual with disabilities pursuant to IDEIA 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.

K. RETIREMENT SYSTEMS

<u>Governing Law</u>: 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. Education Code Section 47605(b)(5)(K).

Certificated teachers at ACE Empower Academy participate in STRS. 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 ACE Empower Academy.

Salary and Benefits

ACE Empower Academy employees also have the option of participating in the school's medical, dental and vision insurance plan. All employees and applicants are notified of their benefits options. All ACE Empower Academy 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 available upon request for more information on our Employee Systems and Benefits.

L. ATTENDANCE ALTERNATIVES

<u>Governing Law</u>: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend ACE Empower Academy. Students who opt not to attend ACE Empower Academy 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 ACE Empower Academy shall be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in ACE Empower Academy, except to the extent that such a right is extended by the local education agency.

M. RETURN RIGHTS OF EMPLOYEES

<u>Governing Law</u>: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at ACE Empower Academy. Employees of the District who choose to leave the employment of the District to work at ACE Empower Academy shall have no automatic rights of return to the District after employment by ACE Empower Academy unless specifically granted by the District through a leave of absence or other agreement. ACE Empower Academy employees shall have any right upon leaving the District to work in ACE Empower Academy that the District may specify, any rights of return to employment in a school district after employment in ACE Empower Academy that the District may specify, and any other rights upon leaving employment to work in ACE Empower Academy that the District determines to be reasonable and not in conflict with any law.

Sick and vacation leave from a prior employer will not transfer to ACE Empower Academy. All employees of ACE Empower Academy shall be considered the exclusive employees of the ACE Charter School and not of the District, unless otherwise mutually agreed in writing. Employment by ACE Charter School provides no rights of employment at any other entity, including any rights in the case of closure of ACE Empower Academy.

ACE shall comply with all state and federal anti-discrimination laws including but not limited to the Americans with Disabilities Act, and the Fair Employment and Housing Act. Any staff member who feels that discrimination has occurred should immediately contact the Executive Director/Principal. ACE Empower Academy shall follow its Board-adopted policies on discrimination and sexual harassment complaints. Retaliation against complainants or witnesses is strictly prohibited.

The most recent copy of the Employee Handbook is available upon request if you want more information on our complaint process and procedures.

N. DISPUTE RESOLUTION PROCESS, OVERSIGHT REPORTING, RENEWAL

<u>Governing Law</u>: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

DISPUTES BETWEEN THE COUNTY AND ACE EMPOWER ACADEMY

ACE Empower Academy recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. ACE Empower Academy is willing to consider changes to the process outlined below as suggested by the County.

ACE Empower Academy and the County shall be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between ACE Empower Academy and the County, ACE Empower Academy staff, employees and Board members and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Executive Director of ACE Charter Schools, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, ACE Empower Academy that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County 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 County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, 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 Executive Director, 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 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 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 County and ACE Empower Academy. 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 County and ACE Empower Academy.

INTERNAL DISPUTES

Disputes arising from within ACE Empower Academy, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and ACE Empower Academy Board members, shall be resolved pursuant to policies and processes developed by ACE Empower Academy. Disputes received by the County shall be forwarded to the Charter School for resolution in accordance with such policies and processes. Internal complaint procedures are detailed in the ACE Employee Handbook.

O. LABOR RELATIONS

<u>Governing Law</u>: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. Education Code Section 47605(b)(5)(O).

ACE Charter School shall be deemed the exclusive public school employer of the employees of ACE Empower Academy for the purposes of the Education Employment Relations Act ("EERA"). ACE Charter School and ACE Empower Academy recognizes the employees' rights under the EERA provisions to organize for collective bargaining and shall comply with the EERA.

P. CLOSURE PROTOCOL

<u>Governing Law</u>: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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. Education Code Section 47605(b)(5)(P).

The following procedures shall apply in the event the School closes. The following procedures apply regardless of the reason for closure and an entity and persons responsible for closure-related activities shall be designated by the School Board.

Closure of the School will be documented by official action of the School Board. The action will identify the reason for closure.

The School Board will promptly notify the County Office, the Charter School's SELPA, the Charter School's retirement systems, and the CDE of the closure and of the effective date of the closure.

The School Board will ensure notification to the parents and students of the School of the closure and of the contact person for inquires. The School Board will also provide information to assist parents and students in how they may obtain copies of student records and locating suitable alternative programs. This notice will be provided promptly following the School Board's decision to close the School.

As applicable, the School will provide parents, students and/or the County Office with all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of all student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g and will be transferred, along with personnel records, to the close out entity.

The School will also create a list of all Charter School students that includes their grade level, district of residence, and courses they have completed, to be provided to the designated closeout entity. 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.

Closure activities will be paid for with any remaining assets as well as the Charter School's reserve fund.

As soon as reasonably practical, the School will prepare final financial records and will file any required annual reports. The School will also have an independent financial audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant approved by the County Superintendent and will be provided to the County Office 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 School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of ACE Charter School and, upon dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. All grant funds and restricted categorical funds will be returned in accordance with state and federal law, and all donated material and property will be returned if required.

On closure, ACE Charter School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by ACE Charter School, a nonprofit public benefit corporation, the School Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

MISCELLANEOUS CHARTER PROVISIONS

1. BUDGET AND FINANCIAL PLAN

<u>Governing Law</u>: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix S, Budget Plan, please find the following documents:

- Budget narrative
- Assumptions, 2015-2016 budget, and financial and cash flow projections for the next three years of operation

ACE Empower Academy shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

- 1. By July 1, a preliminary budget for the current fiscal year.
- 2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- 3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of ACE Empower Academy's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
- 4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the ACE Empower Academy's receipts and expenditures for the preceding fiscal year.

ACE Empower Academy shall provide reporting to the County as required by law and as requested by the County 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.

Fundraising and Financial Resources

ACE's fundraising plan has been successful since the school's inception in raising sufficient capital to ensure the full implementation of the school's academic plan. The ACE model assumes that as the school reaches capacity, the school's core operation is supported by per-pupil state and federal funds alone. In fact, the school's three-year projections reflect that no fundraising will be required.

It should be noted that ACE Empower has a healthy financial reserve. In addition, ACE has a \$1 Million line of credit from Heritage Bank of Commerce to manage any liquidity issues that should arise during the course of a given school year.

2. FACILITIES

<u>Governing Law</u>: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

ACE Empower Academy is located at 625 South Sunset Avenue, San Jose, California 95116.

In 2011 ACE signed a 30-year lease with Alum Rock Union School District for approximately 1.75 acres of raw land on the Chavez Elementary School site. ACE then proceeded to build a permanent campus for Empower that opened in August 2012. The campus has 16 classrooms plus office space. Please see Appendix T, Current School Site Map.

a. Seismic safety

ACE Empower Academy recognizes that there is a risk of significant seismic activity in ACE's area of operations. As a part of the building process for our facility, the site underwent the CEQA process. During the process there were no significant areas of concern identified. Since our opening, in a facility other than our own, we have continued to update and use of our School Site Safety and Crisis Response Plan (please see Appendix U, School Site Safety and Crisis Plan) that includes comprehensive procedures for staff to follow in case of an earthquake (and other emergency situations). ACE conducts bi-monthly earthquake drills to prepare students and staff for any seismic activity. These practice drills include the DUCK-HOLD-COVER procedure during an actual earthquake and follow-up aftershocks. Students and staff members practice a post-earthquake evacuation of the facilities. ACE participates in the Great California ShakeOut, a statewide program that helps people and organizations prepare for major earthquakes, and also practice how to respond when they happen.

ACE's goal in developing its earthquake preparedness plan was also to start a safety program that reduces seismic hazards in the school facility. ACE prepared general classroom safety rules to help make classrooms safer in the event of serious seismic activity. This list of rules advises teachers for example to have their emergency clipboards readily available near the entrance/exit to their classrooms, instructs teachers—and staff—not to store heavy objects on

top of cabinets, exits and ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the classroom.

b. Plan for natural disasters and emergencies

ACE Empower Academy has created a complete guide of safety and emergency policies as part of ACE's School Site Safety and Crisis Response Plan and procedures as well as a Pandemic Plan. The School Site Safety and Crisis Response Plan addresses 1) general safety procedures, such as bullying prevention, suspected child abuse, classroom safety issues and the protocol to be followed for visitors on campus, 2) emergency response procedures in case of a medical emergency, fire, earthquake, severe weather, such as flooding, bomb threat, intruder on campus, armed assault, as well as the school's policy to keep students safe until parents/guardians can be reached and notify/communicate with parents and guardians in case of an emergency, and 3) school policies connected to the safety of all students, such as the discipline, suspension and expulsion and school dress code policies. In addition, a contingency plan for emergencies is contained in a handbook 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 procedures, evacuation maps for the school site. A full draft of the Charter School's health and safety and emergency preparedness policies and procedures is included as an attachment to this document.

Fire and earthquake drills, including evacuation of the school facilities, are practiced at regular intervals each month. All teachers and staff are equipped with an evacuation map of the school site clearly marking their particular path of evacuation. In case of an emergency all students are to be kept at school, at the emergency assembly area supervised by ACE staff until parents/guardians are able to reach their children. All students have an updated emergency form on file in the school's main office that includes information on how to notify parents/guardians in the event of a crisis.

c. Plan for training staff and students on safety procedures

A professional development training on safety and emergency preparedness is held before the start of the school year for all staff. The School Site Safety and Crisis Response Plan as well as Pandemic Plan and emergency preparedness clipboards for teachers (please see Appendix V, Classroom Clipboard) are distributed to all staff at the beginning of the year. Throughout the school year, necessary training sessions are held related to school safety. Staff receives internal memos regarding relevant health and safety issues, such as recognizing the symptoms of influenza during the flu season, when to send sick students home, good health practices to teach as well as practice, such as hand washing, coughing and sneezing etiquette, etc. Schoolwide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations are conducted at regular intervals throughout the school year. Additionally, important safety and health topics are addressed at ACE Empower Academy's weekly Assemblies and in the newsletter, the *Ganas Greeter*. A full draft of the Charter School's health and safety and emergency preparedness policies and procedures is included as

an attachment to this document.

d. Maintenance plan

ACE sites the Principal is responsible for the oversight of routine maintenance and for ensuring that all required inspections are up to date. The Principal is also responsible for ensuring that regular, periodic workplace safety inspections are conducted throughout the school year. Detailed procedures for identifying, communicating and correcting workplace hazards are available in ACE's Injury and Illness Prevention Program (IIPP) (please see Appendix W, ACE's Injury and Illness Prevention Program) document available in the school's Main Office. In case of a maintenance issue or the discovery of unsafe/hazardous conditions, staff must contact either the Principal or ACE's Operations Manager. All employees are responsible for communicating the discovery of potential workplace hazards or unsafe conditions as soon as possible. These issues will be addressed promptly by ACE's Operations Staff.

Maintenance issues or unsafe conditions that cannot be immediately corrected by an employee or his/her supervisor should be reported to ACE's Operations Staff by filling out an "Unsafe or Hazardous Conditions Log" and/or a "Maintenance and Repair Log" (available in the Main Office). Timely correction of workplace hazards will be tracked by the Operations Staff, which meets at regular intervals throughout the academic year during staff meetings, and which will receive and review reports of unsafe conditions, workplace inspection reports, and injury reports. Specifically, the Operations Staff will:

- Review the results of periodic, scheduled workplace inspections to identify any needed safety procedures or programs and to track specific corrective actions.
- Review supervisors' investigations of accidents and injuries to ensure that all causes have been identified and corrected.
- Where appropriate, submit suggestions to department management for the prevention of future incidents.
- Review alleged hazardous conditions brought to the attention of any committee member, determine necessary corrective actions, and assign responsible parties and correction deadlines.
- When determined necessary by Operations, the Operations Staff may conduct its own investigation of accidents and/or alleged hazards to assist in establishing corrective actions.
- Submit recommendations to assist department management in the evaluation of employee safety suggestions.

On a quarterly basis, Operations Staff will complete the Monthly School Site Safety Checklist, with the assistance of an ACE staff member onsite and during this process will collect the prior month's Maintenance and Repair Log and document if any additional maintenance or repairs have taken place. The prior month's Unsafe or Hazardous Conditions Log (available in the school's Main Office) will also be collected and any additional unsafe or hazardous conditions documented. These documents are available in the Main Office collected in a binder each month.

ACE's Safety Coordinator has responsibility for:

- Ensuring that the Safety Committee is aware of all accidents which have occurred, and all hazards which have been observed since the last meeting.
- Working with the school's landlord to address facility-related safety concerns.
- Assisting in the coordination of required health and safety training.
- Maintaining copies of Safety Committee minutes and other safety-related records.

e. Long-term facilities plans

In July of 2015 ACE Empower Academy was awarded a \$900,000 State Facilities Incentive Grant towards the construction of a Multi-Use Room. Please see Appendix X, Updated School Site Map with Multi-Use Room for area where building is going to be constructed. Construction is expected to begin in 2016, with completion in 2017.

3. INSURANCE

ACE Empower Academy maintains and finances its own general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the County and the School's insurer. The County Board of Education shall be named as an additional insured on all policies of ACE Empower Academy. Copies of insurance certificates are available upon request.

4. ADMINISTRATIVE SERVICES

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

ACE Empower Academy provides or procures its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff, the ACE central office (CMO), or an appropriately qualified third-party contractor.

ACE Empower Academy does not specifically identify services to be sourced from the SCCOE. ACE evaluates options on an on-going basis for developing in-house or outsourcing services such as: STRS Enrollment, Processing, and Reporting Services; Professional Development; School Planning; Special Education Services; Library Resources; and Program Evaluation. ACE makes "Make vs. Buy" decisions in these and other areas with the goal of optimizing in-house capability versus outsourcing benefits (e.g. cost savings, shared economies of scale, etc.).

If the County is interested in discussing the possibility of providing administrative services to ACE Empower Academy on a fee-for-service basis, the specific terms and cost for these services will be the subject of a separate memorandum of understanding between ACE Empower Academy

and the County and subject to County availability and willingness to provide such services.

5. TRANSPORTATION

ACE Empower Academy shall not provide transportation to and from school, except as required for students with disabilities in accordance with their IEP, or as otherwise required by law.

6. OVERSIGHT

In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisorial oversight of ACE Empower Academy not to exceed one (1) percent of the revenue of ACE Empower Academy. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

7. POTENTIAL CIVIL LIABILITY EFFECTS

<u>Governing Law</u>: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

ACE Empower Academy shall be operated by ACE Charter School, 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 authority 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. ACE Empower Academy shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of ACE Empower Academy.

Further, ACE Empower Academy and the County shall enter into a memorandum of understanding, wherein ACE Empower Academy shall indemnify the County for the actions of ACE Empower Academy under this charter.

The corporate bylaws of ACE Charter School provide for indemnification of the ACE Charter School Board, officers, agents, and employees, and ACE Empower Academy shall maintain and finance general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the County and ACE

Empower Academy's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of ACE Empower Academy.

The ACE 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.

8. THE NAME AND CONTACT INFORMATION FOR THE SCHOOL'S CURRENT AUDITOR

ACE's auditor is:

Wade N. McMullen Vicenti, Lloyd & Stutzman LLP 2210 E. Route 66, Suite 100 Glendora, CA 91740 Phone 626-857-7300

Appendix A

Broken Promises Report

Educational Results Partnership Data





Broken Promises: The Children Left Behind in Silicon Valley Schools

Second Edition

With new 2013 Student Achievement Data Including English Language Learners and Low-Income Students

An Innovate Public Schools Publication Written by Joanne Jacobs With Matt Hammer and Dr. Linda Murray

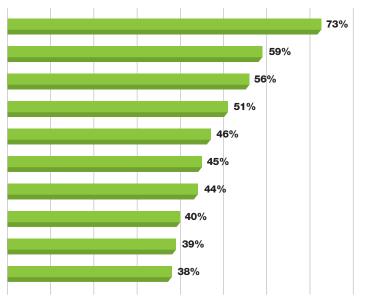
December 2013

Figure 8

e 8 Top 10 Middle Schools for Latino Students Algebra Proficiency by End of 8th Grade (2012/2013)

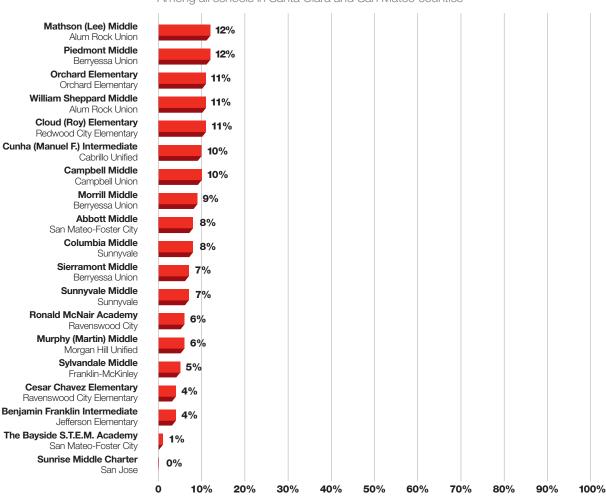
Among schools with at least region average of Latino students (38%)

KIPP Heartwood Academy Alum Rock Union Elementary School District **Renaissance Academy** Alum Rock Union Elementary School District Adelante Dual Language Academy Alum Rock Union Elementary School District Downtown College Prep (Alum Rock) Santa Clara County Office of Education **Ida Jew Academies** Mt. Pleasant Elementary School District ACE Charter (Alum Rock) Santa Clara County Office of Education Solorsano Middle Gilroy Unified South Valley Middle Gilroy Unified **Garfield Elementary** Redwood City Elementary School District Pollicita (Thomas R.) Middle, Jefferson Elem Jefferson Elementary School District



Lowest Scoring Middle Schools for Latino Students Algebra Proficiency by End of 8th Grade (2012/2013)

Among all schools in Santa Clara and San Mateo counties

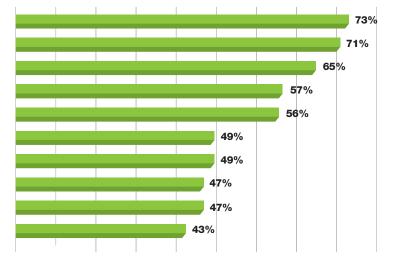


*Among schools with above region average (38%) for percent of Latino students in Santa Clara and San Mateo counties. Note: Schools with fewer than 11 students taking Algebra 1 are excluded as proficiency scores are unavailable.

Figure 14

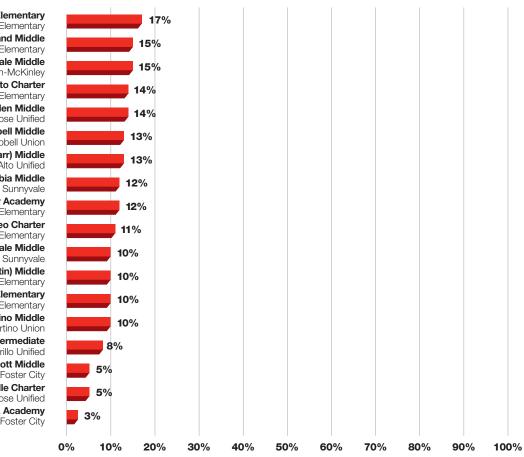
Top 10 Middle Schools for Low Income Students Algebra Proficiency by End of 8th Grade (2012/2013)

Among schools with at least region average for percent of Low-Income students (36%)



Lowest Scoring Middle Schools for Algebra Proficiency for Low Income Students (2012/2013)

Among all schools in Santa Clara and San Mateo counties



Shirakawa (George) Elementary Franklin-McKinley Elementary **KIPP Heartwood Academy** Alum Rock Union Elementary Renaissance Academy I Alum Rock Union Elementary Adelante Dual Language Academy Alum Rock Union Elementary **Downtown College Prep** Santa Clara County Office of Education **Thomas Russell Middle** Milpitas Unified **Ida Jew Academies** Mt. Pleasant Elementary ACE Charter Santa Clara County Office of Education **Piedmont Middle** Berryessa Union Elementary **River Glen** San Jose Unified

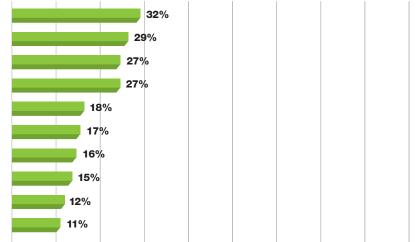


Figure 15

Top 10 Middle Schools for English Language Learners Algebra Proficiency by End of 8th Grade (2012/2013)

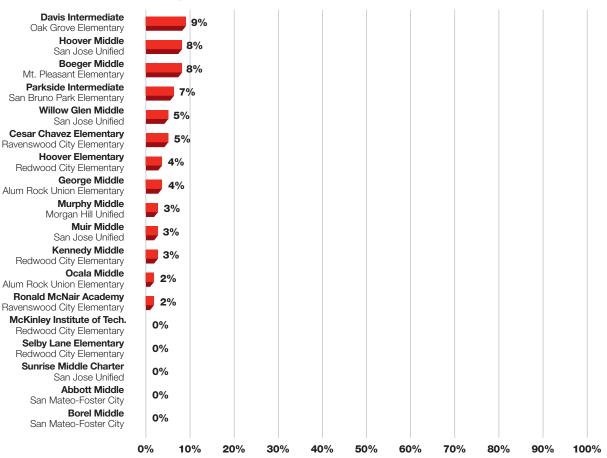
Among schools with at least region average for percent of English Language Learners (24%)





Lowest Scoring Middle Schools for Algebra Proficiency for English Language Learners (2012/2013)

Among all schools in Santa Clara and San Mateo counties



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Actionable Data

Home -> Search -> School Summary -> 4-bar Chart -> Compare

ACE Charter, Santa Clara County Office of Education Statewide Top Comparable Schools for Grade 8 Science 2012 Results

		Students Tak	ding CST	Scho	ol-Wi	de	S	elected Gra		
School Name (Grade Span) District Name	Census Zone	Students Tai % Proficient and Above	% Basic and Above	% Low- Income	% EL	Met 2013 AYP	Number of Students	Number of Students Taking CST	Students	Distance to Site
ACE Charter (5-8) Santa Clara County Office of Education	Lg City	79.0	95.0	96.8	51.3	No	79	73	92.4	0
Celerity Dyad Charter (K-8) Los Angeles Unified	Lg City	98.0	100.0	98.8	64.8	No	56	55	98.2	306
KIPP Adelante Preparatory Academy (5-8) San Diego Unified	Lg City	89.0	99.0	100.0	49.3	Yes	80	73	91.3	415
Camino Nuevo Charter Academy (K-9) Los Angeles Unified	Lg City	85.0	96.0	98.6	63.3	No	59	55	93.2	302
Hoover Elementary (K-8) Redwood City Elementary	Small City	82.0	97.0	99.7	69.6	No	64	55	85.9	22
Aspire East Palo Alto Charter (K-8) Aspire Public Schools	Lg City Suburb	82.0	96.0	94.6	47.1	No	60	57	95.0	18
Palo Verde Elementary (K-8) Palo Verde Union Elementary	Rural within 5 miles	81.0	94.0	90.9	43.1	Yes	63	63	100.0	161
ACE Charter (5-8) Santa Clara County Office of Education	Lg City	79.0	95.0	96.8	51.3	No	79	73	92.4	0
Elkhorn Village Elementary (K-8) Washington Unified	Lg City Suburb	75.0	83.0	96.2	43.2	No	62	61	98.4	88
Kennedy Middle (6-8) El Centro Elementary	Small City	74.0	91.0	91.1	43.7	No	203	175	86.2	474
Audubon K-8 (K-8) San Diego Unified	Lg City	71.0	90.0	100.0	48.7	No	48	42	87.5	420
Average of Top Comparable Schools		81.6	94.1		z					
Opportunity Gap		-2.6	0.9]						
Number in Pool		101								

Met AYP column: Click on the No to get more details on why the school did not meet AYP.

Educational Results Partnership - http://www.edresults.org CDS: 43-10439-0116814 August 6, 2014, 12:20 pm PDT

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Home -> Search -> School Summary -> 4-bar Chart -> Compare

ACE Charter, Santa Clara County Office of Education Statewide Top Comparable Schools for Grade 8 Algebra I 2012 Results

		Students Taking CST		School-Wide			Selected Grade			
School Name (Grade Span) District Name	Census Zone	Students Tal % Proficient and Above	% Basic and Above	% Low- Income	% EL	Met 2013 AYP	Number of Students	Number of Students Taking CST	Students	Distance to Site
ACE Charter (5-8) Santa Clara County Office of Education	Lg City	51.0	82.0	96.8	51.3	No	79	74	93.7	0
Celerity Dyad Charter (K-8) Los Angeles Unified	Lg City	100.0	100.0	98.8	64.8	No	56	55	98.2	306
ACE Charter (5-8) Santa Clara County Office of Education	Lg City	51.0	82.0	96.8	51.3	No	79	74	93.7	0
Dolores Huerta Elementary (K-8) Stockton Unified	Lg City	51.0	78.0	100.0	42.1	No	33	33	100.0	51
Costano Elementary (K-8) Ravenswood City Elementary	Lg City Suburb	49.0	78.0	92.0	53.8	No	57	55	96.5	18
A. G. Currie Middle (6-8) Tustin Unified	Small City	49.0	74.0	94.3	42.6	Yes	207	177	85.5	337
Kings River Elementary (K-8) Kings River Union Elementary	Rural within 5 miles	48.0	71.0	90.8	66.6	No	64	62	96.9	142
Puebio (K-8) Pomona Unified	Med City	46.0	77.0	97.0	57.1	No	95	91	95.8	322
Strathmore Elementary (K-8) Strathmore Union Elementary	Sm City Suburb	46.0	68.0	92.9	44.0	No	78	78	100.0	175
KIPP Adelante Preparatory Academy (5-8) San Diego Unified	Lg City	43.0	63.0	100.0	49.3	Yes	80	74	92.5	415
John H. Still (K-8) Sacramento City Unified	Lg City	41.0	68.0	99.8	40.9	No	133	114	85.7	81
Average of Top Comparable Schools		52.4	75.9							
Opportunity Gap Number in Pool		- <u>1.4</u> 41	6.1							
number in Pool		41								

Met AYP column: Click on the No to get more details on why the school did not meet AYP.

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Actionable Data

Home -> Search -> School Summary -> 4-bar Chart -> Compare

ACE Charter, Santa Clara County Office of Education Statewide Top Comparable Schools for Grade 8 Language Arts 2012 Results

		Students Taking CST		School-Wide			Selected Grade			
School Name (Grade Span) District Name	Census Zone	% Proficient and Above		% Low- Income		2013	of	Number of Students Taking CST	Students	Distance to Site
ACE Charter (5-8) Santa Clara County Office of Education	Lg City	49.0	95.0	96.8	51.3	No	79	72	91.1	0
Celerity Dyad Charter (K-8) Los Angeles Unified	Lg City	73.0	97.0	98.8	64.8	No	56	55	98.2	306
Camino Nuevo Charter Academy (K-9) Los Angeles Unified	Lg City	69.0	94.0	98.6	63.3	No	59	55	93.2	302
KIPP Adelante Preparatory Academy (5-8) San Diego Unified	Lg City	68.0	89.0	100.0	49.3	Yes	80	73	91.3	415
Costano Elementary (K-8) Ravenswood City Elementary	Lg City Suburb	66.0	88.0	92.0	53.8	No	57	55	96.5	18
Hoover Elementary (K-8) Redwood City Elementary	Small City	63.0	94.0	99.7	69.6	No	64	55	85.9	22
A. G. Currie Middle (6-8) Tustin Unified	Small City	63.0	88.0	94.3	42.6	Yes	207	179	86.5	337
Luther Burbank Elementary (K-8) Luther Burbank	Lg City	62.0	91.0	95.2	72.7	Yes	52	51	98.1	5
Aspire East Palo Alto Charter (K-8) Aspire Public Schools	Lg City Suburb	60.0	91.0	94.6	47.1	No	60	55	91.7	18
Silas Bartsch (K-8) Kings Canyon Joint Unified	Rural within 5 miles	59.0	89.0	99.4	42.3	No	69	63	91.3	143
A. M. Thomas Middle (6-8) Lost Hills Union Elementary	Rural Remote	59.0	82.0	96.8	60.4	Yes	44	39	88.6	169
Average of Top Comparable Schools		64.2	90.3	2						
Opportunity Gap		-15.2	4.7							
Number in Pool		102								

Met AYP column: Click on the No to get more details on why the school did not meet AYP.

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Appendix B Empower Playbook



2015-2016 ACE Charter Schools Playbook of Foundational Practices



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The ACE Culture of Optimism
Optimism and ACE Culture Philosophy
The ACE Confidence Catalyst
ACE's Vision for Our Culture of Optimism
Culture of Optimism Playbook
Build Relationships with Students and Families and Attract and Retain the ACE Target Student
Creating and Optimistic, Celebratory School Environment
Cultivate a Growth Mindset
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College Ready Confidence at ACE Charter Schools

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Foreword to the ACE Charter Schools Playbook

ACE Mission: Grow Everyone Every Day

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 us to believe that even those children and families who are not only demographically underrepresented in college, but the most disengaged and disconnected students in our neighborhoods can find a way back to a belief in themselves as learners and future college students.

Grow Everyone Every Day is our expression of that optimism. It places growth as our most important value, and asserts that everyone—not only those who are statistically more likely to succeed—will grow to personal and academic college readiness. It also underscores our sense of urgency—this growth must happen every day (not to mention every class period) in order for us to reach our goal. There is no time to waste, and for the ACE target students, their previous experience in school has largely been wasted time.

What We Do When We Work at ACE

The Spanish word *esperar* has three meanings in English: to wait, to hope, and to expect. By happy accident, this word, and its English meanings, highlight the most important parts of our work at ACE, and how all of our work is based in our deeply rooted optimism about our students.

Wait: No mas estoy esperando

The first meaning, to wait, captures the mindset of our target student. Instead of taking deliberate, consistent steps toward academic success, the ACE target student (and family) has been convinced by the failures of the traditional system to become passive and disengaged. We see this in our students in their lack of self-confidence and unwillingness to take advantage of opportunities. Instead, alert to the constant possibility of revealing their weaknesses, they look to avoid taking an active role in their own education. Sometimes this manifests itself in a shy passivity, other times in boisterous, active disruption designed to distract teachers and peers from what the student fears will be a humiliating revelation of their struggles as a student.

Hope: Espero que si

Our most basic work at ACE is to deeply engage the disengaged children and families who live and struggle in the neighborhoods we serve. For disaffected students to engage and to become active participants in their own story of academic success, they must have hope that what we are asking them to do—*Show ganas! Do your homework! Grow 1.5 years in one year!*—will actually be worthwhile in the end.

We must always be cognizant that in claiming that we expect all our students to be optimistic about their college future, we are asking them to ignore some painful facts of life in their communities. We are asking them to work past the undeniable reality that historically it is only the rarest of students in their neighborhood that earns a college degree. We must remember that hopelessness, at least about college success, is sometimes the most logical attitude for the vast majority of our students. In order to convince them that college is worthwhile, we must also inspire them to hope that it is possible. Every interaction

between members of the ACE community must be directed at sparking and sustaining this hope in children, in families, and in each other.

Our **Culture of Optimism** is designed to instill that hope, and keep that hope alive; to help students and families not only take the first step, but to keep walking, 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.

Expect: Yo espero en ir a la Universidad!

But hope is not enough. In some ways, hope can be passive: "I hope I am going to college" is not the language of someone who is absolutely committed to doing what it takes to succeed. ACE teachers and school leaders therefore must capitalize on the hope sparked by our Culture of Optimism with an academic program that helps students move from hoping that they will get to college to <u>expecting</u> that they will succeed there. This expectation is what we call **College-Ready Confidence**. Every moment of teaching and learning at ACE is directed at sparking **College-Ready Confidence** in our students and families.

It is for this reason that ACE teachers and school leaders are **Confidence Catalysts**. Through their efforts, they 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 our work should strive to promote the confidence in students that they are becoming ready for college, and that after they leave ACE, college is where they belong.

The ACE 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 ACE is legitimate college-prep work, that their growth and success is an authentic sign that they are ready for college. For this reason, course-work at ACE must be not only challenging but specifically prepare them for the rigors and expectations of four-year college work.

Lastly, enduring confidence only comes when students have had ample opportunities to take risks, to look possible failure in the face, and to figure out how to overcome obstacles on the way to eventual success.

The most powerful catalyst to **College-Ready Confidence** happens when students learn what it feels like to take the risk of aspiring to something great, confronting obstacles and difficulties, and then to eventually prevail with the awareness that it was their own effort and knowledge that led to their success. **College-Ready Confidence** is based on students having done intellectually risky, personally demanding work in high school, and knowing they will be able to capitalize on this experience when they meet similar challenges in college.

The Most Powerful Catalysts

Everything in this playbook is designed to give ACE staff the tools and strategies that are best suited to the particular needs of our target students and families and neighborhoods. If we run these plays well and with a laser-focus, our students and families will gain the personal and academic optimism and confidence that will help them become pioneers in their communities.

ACE's vision is that all children in low-income neighborhoods will have a pathway to college and life success. With college diplomas in hand, they will become the most important confidence catalysts, inspiring others in their families and neighborhoods to follow them on the path to college success. It is their optimistic and urgent work, modeled after your own, that will finally make ACE's vision a reality.

ACE Charter Schools Vision, Mission, and Cascade

ACE Vision

All children in low-income neighborhoods will have a pathway to college and life success

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.

STRATEGY 1: Promote and Instill a Culture of Optimism

ACE attracts students who have been served poorly by the traditional system. ACE staff create 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.

Objectives	Specific Metrics
ACE attracts and retains students who have been served poorly by the traditional system	 75% new 5th & 6th graders ≥2 years below grade level on NWEA Reading, Math 90% students stay at ACE for entire year + return following year School % low-income, English Learner, Special Education subgroups exceeds % of home district School % of suspensions, expulsions lower than closest district school 110% of enrollment target reached by June 1 67% of ACE 8th graders enroll at ACE HS for SY2016-17
School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning	 Each school demonstrates proficient culture (based on Culture of Optimism Rubric) by year end 90% of students/families/staff say ACE culture is effective in promoting culture of optimism
Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college- ready habits and attitudes	 90% of students can state independently state academic goals (CASPP, NWEA, GPA, ACT), their current progress toward those goals, and what actions they are taking to achieve goals 90% average daily homework completion 96% average daily attendance 75% of families meet monthly participation goal 90% of students/families/staff are confident that students will be ready to attend and succeed in college by the time they graduate high school

STRATEGY 2: Build Students' College-Ready Confidence

ACE's academic program provides students with the tools to acquire the knowledge and skills necessary to confidently choose and complete a four-year college.

Objectives	Specific Metrics
Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.	 Each school demonstrates proficiency on College-Ready Confidence instructional rubric by year- end
Previously low-achieving students make expected rapid academic growth	 85% of students and subgroups achieve 1.5 years growth on NWEA math and reading [MS] 85% of students and subgroups meet growth target on ACT [HS]
Students prepare for college by attaining proficiency in challenging, standards-based course work	 % Proficient for Year 3 and Year 4 students on CCSS-based assessments equal to average % Proficient for non-low SES students in CA (MS) % Proficient for Year 2 students on CCSS-based assessments equal to average 75% of % Proficient for non-low SES students in CA (MS) % Proficient for Year 1 students on CCSS-based assessments equal to average 50% of % Proficient for non-low SES students in CA (MS) 90% of high school students eligible for UC/CSU or on track 30% of Year 1 students score proficient or high (Level 3 proficient) or move up one level on 4- point writing rubric. 50% of Year 2 students score proficient or high (Level 3 proficient) or move up one level on 4- point writing rubric. 75% of students in Years 3 and beyond score proficient or high (Level 3 proficient) or move up one level on 4-point writing rubric.

ACE Professional Growth Competencies

As we work to achieve our ambitious mission it is critical that we not only have clarity around our organization's strategic goals but are also aligned around the core competencies that all of our faculty and staff will need to demonstrate to effectively do our jobs and serve our students. The ACE Professional Growth Competencies are the behaviors, skills, and expertise needed by ACE staff to do their jobs well and to ensure that they are building the team so that our mission is realized. The ACE Professional Growth Competencies are the basic building blocks of our personal growth framework. They provide us language and structure to identify our strengths, our learning needs, and allow us to pinpoint areas for professional development that are needed to support all staff to succeed in their roles.

These competencies have been tailored to the unique culture, vision, values, and strategies of ACE Charter Schools and have also been developed based on best practices from other high performing organizations. The competencies serve as the foundation by which we will establish our collective identity for the skills, practices, and habits of mind that will lead all ACE staff members to be successful in their roles. The competencies will be used to ensure that we can effectively measure performance of employees and will serve as a way to articulate clear objectives for ongoing growth and development.

Many of the competencies apply to all ACE faculty and staff and there is an additional level of specificity of competencies that are tailored to individual roles within the organization. We strive to ensure that all members of our team consistently demonstrate these competencies in their words, thoughts, and actions and we commit to growing ourselves and each other in these areas throughout the school year.

The ACE Charter School Competency Domains

Our framework includes 4 competency domains for all staff along with role-specific competencies. Each of the 4 domains is described in more specific detail below.



Domain 1: Realize Mission			
Competency	Description/Behavioral Indicators		
Commit to ACE Students and Families	 Demonstrates a commitment to growing underserved students in the highest needs communities and engaging disengaged families Enthusiastically recruits and retains target ACE students Engages and is responsive to ACE students and families in a way that cultivates respect, pride, and ganas and cultivates student and family investment in and commitment to student growth 		
Execute ACE Model	 Understands and can explain ACE's vision, mission, objectives, and strategies and the "why" behind them Demonstrates a strong understanding of and successfully runs ACE plays Takes personal responsibility to inject growth into every day actions, actively celebrating student academic and personal growth 		
Create a College-Going Culture	 Demonstrates a laser focus on student pathways to college and life success in all decisions and behaviors Creates and promotes a culture of optimism that ACE is a place where students build confidence and become ready to thrive in college and life Instills in students, families, and staff a college-going mindset, frequently discussing and incorporating the idea of college in all communications 		

Domain 2: Grow Self		
Competency	Description/Behavioral Indicators	
Demonstrate Self-awareness	 Aware of how behaviors, feelings, body language, and communications are berceived and impact others Openly shares ideas, concerns, assumptions, and priorities to support inclusive high quality decision-making Strives to understand strengths and limitations 	
Build on Strengths	 Builds on strengths to optimize impact toward ACE and individual goals Identifies longer term career goals and seeks opportunities to reach them 	
Commit to Growing	 Seeks and actively incorporates feedback into work to improve knowledge, skills, and abilities Seeks and takes advantage of opportunities to develop skills, accessing professional development, taking on stretch roles and risks where appropriate, and learning from mentors and teammates Strives to become an expert in area(s) of specialty 	

Domain 3: Build Relationships			
Competency	Description/Behavioral Indicators		
Communicate Effectively	 Demonstrates strong listening skills by being attentive to and concentrating on what others are saying Demonstrates effective verbal and written communication skills Adapts communication style and approach for specific external or internal audiences and demonstrates empathy and understanding when communicating with diverse audiences e.g. communicating in Spanish with primarily Spanish-speaking families 		
Manage Conflict	 Addresses conflict by participating in difficult conversations and giving and receiving feedback constructively, optimistically, and authentically Demonstrates flexibility and openness when dealing with conflict Acts on next steps and follows through to resolve conflicts 		
Collaborate with Others	 Models a "one-team" culture across the network, promoting strong connections within the schools and across the networks Builds optimism among teammates and creates an environment where people feel confident in ability to get results 		

•Collaborates with others to develop creative and innovative ideas, incorporating different perspectives and experiences

Domain 4: Achieve Results			
Competency	Description/Behavioral Indicators		
Set Goals	 Demonstrates a sense of urgency and commitment to achieve personal (PGP), team (School Strategic Plans), and ACE cascade goals Sets ambitious yet realistic individual goals that are aligned to team goals, cascade goals, and mission Relentlessly pursues goals and high standards of work, overcoming hurdles 		
Plan and Execute	 Prioritizes work based on level of importance and urgency, tracks tasks, and manages time to meet goals and timelines Achieves results by leveraging ACE model, expertise, and research to develop and deliver best-in-class work Adapts to change and ambiguity with optimism and flexibility and is willing to take on "messy" challenges 		
Analyze Data	 Identifies data needs and analyzes data from multiple sources to push work forward, identify trends in work, and address challenges Uses evidence, facts, and rigorous thinking to support decision-making and to communicate rationale for decisions 		

In addition to these 4 domains which apply to all ACE staff members, we also have identified domains that are role-specific to ACE classroom teachers and ACE leaders. These are described below:

Role Specific Domain: Lead Classrooms			
Competency	Description/Behavioral Indicators		
Plan curriculum	 Establishes rigorous standards-based learning objectives that supports all students (regardless of starting level) to achieve Cascade targets and build college-ready confidence Demonstrates strong pedagogical and subject matter knowledge and incorporates into instructional plans Adapts and tailors ACE scope and sequence and instructional plans to ensure a clear, intentional path to achieve learning objectives Implements assessments that align to lesson/instructional plans and analyzes assessment data to inform and adjust instruction plans 		
Deliver instruction	 Effectively executes lessons and adjusts pace as needed Brings a sense of urgency to the material so students are growing rapidly towards outcomes Uses a variety of instructional strategies and activities that engage students and encourage them to take risks Checks for student understanding, using real-time feedback/data to adjust instruction Promotes students taking on the cognitive load for achieving learning objectives and personal growth targets where students understand how objectives and targets connect to college preparation 		
Manage classroom	 Creates classroom culture of optimism and college-going, including celebrating growth Manages classroom conflict and efficiently deescalates tension, maintaining a neutral demeanor and self-regulating Maintains high behavioral expectations by executing the ACE student engagement system Builds and consistently enforces routines and procedures to maximize instructional time 		

Role Specific Domain: Lead Staff			
Competency Description/Behavioral Indicators			
Inspire Team	 Motivates team authentically and cultivates team buy-in to the mission by connecting how individual and team work directly contribute to the ACE mission and playbook Asks for and incorporates team perspectives when making decisions 		
Develop Others	 Recruits and hires effective, diverse, high-performing staff that connect with the communities served Invests time in professional development and growth of others through frequent and ongoing coaching, mentoring, and offering of learning opportunities 		
Manage Team	 Creates and communicates shared vision of what success means (i.e. School Strategic Plan) Sets clear team goals, translates those goals into individual roles and responsibilities, delegates tasks appropriately, clearly communicates expectations, and adjusts team approach based on data Runs effective meeting, including creating agendas, managing time, summarizing action items with accountability Provides appropriate day-to-day support to team to achieve goals, including give feedback, offer resources to improve, or provide guidance to address challenges 		

Role Specific Domain: Lead Schools					
Competency	Description/Behavioral Indicators				
Support instruction	•Builds staff capacity to use data and improve instruction to achieve targets outlined in School Strategic Plan, using observations, coaching, and modeling				
Manage operations	 Builds and executes school budgets that align to school priorities and provides transparency to teachers and other staff Leverages expertise of operations staff to manage schools, using data to improve efficiencies Manages students enrollment effectively to retain target students and meet budgetary requirements 				
Build school culture	 Gets to know and builds rapport with all students Establishes school rituals and culture that promote optimism and persistence, celebrate college-going, and cultivates buy-in for the culture across staff, students, and families Creates a positive, safe, and orderly school environment that is conducive to student learning 				

Over the course of the school year all ACE faculty and staff will be supported to develop in the competencies that are required for their specific roles. Levels of proficiency related to these competencies are as follows. Using this common language to explain where we are as we grow to master each of our competencies will build our organization's culture and ensure that we are aligned regarding areas of strength and growth for each employee.

Expert

level of proficiency and

builds team capacity

Demonstrates a high

in competency

Capacity Builder

 Demonstrates a high level of proficiency and builds organizational capacity (via systems, structures, and culture) in competency

Capable

Novice

 Demonstrates an early to mid-level of proficiency <u>with some</u> <u>guidance</u> from manager and/or team members Demonstrates a high level of proficiency <u>with</u> <u>little to no guidance</u> from manager and/or team members

The ACE Culture of Optimism

Optimism and ACE Culture Philosophy

The ACE Cascade makes the importance of establishing a culture of optimism at our schools clear. Our primary strategy as an organization is to ensure that we are attracting our target students and then leveraging a structured, joyous and celebratory school environment to ensure that our students, and their families, develop an optimistic and urgent attitude that will prepare them for success in college and life.

The ACE Culture of Optimism is rooted in the belief that all ACE stakeholders (students, staff, families) must be committed to the development of a culture where we can do what many feel is impossible--to ensure that all of our students, regardless of any obstacles, will succeed in college and will be incredibly well prepared to participate in creating the life of their dreams. This outcome is ambitious and possible--but only if everyone on the ACE team does what it takes to ensure that we build a sense of possibility, achievement, and optimism in our students and ourselves. The foundation of our culture of optimism is our **grow everyone, every day mindset**. At ACE we care about each of our students as if they are our own and we unwaveringly believe in their potential to become successful. Similarly, at ACE, we hold an unwavering belief in our own potential and that of our colleague. By believing in and demonstrating this mindset consistently, students, families, and adults stand ready to do the hard work of becoming great.

At ACE Charter Schools we believe that students excel when they are surrounded by a culture of **rigor**, **urgency**, **and optimism**. For our students to be successful in college and life they need to thrive in a rigorous academic environment. This is why a large part of our Cascade strategy revolves around developing our students' College Ready Confidence. Rigor without optimism, however, will not prepare our students for true success. In addition to providing access to a world-class academic program, we also need to help our students find joy in succeeding academically and as they grow the habits of character that will help them succeed in life. At ACE we strive to create a school culture that **celebrates risk taking** and one that unapologetically provides the structure, routines, and procedures that will ensure that all of our students cultivate the habits that will lead them to success. Ultimately, we know that true and lasting joy in life comes from finding success places where you previously may have not. We also know that the foundation of being able to find success in new things comes from a commitment to growing oneself and jumping head first into challenging tasks and situations. Our aim is to provide a structured and celebratory school environment that allows students to be safe, to clearly understand how they can exceed expectations, and to take the academic risks that they will need to take to be successful change agents in our community.

We believe that an optimistic attitude will develop on our campuses when our students know what is expected of them and that they are supported to get there. We believe that students are most successful when clear boundaries are set and consistently maintained and that students and staff build a

sense of optimism in a structured environment. We believe that this culture can be created only when teachers maintain a sense of humor with students as they urgently and consistently hold them to exceedingly high expectations.

We recognize that the most vital ingredient in establishing a culture of optimism is the efficacy of our teachers. Master teachers engage even the most disengaged students and value positive motivation over negative consequences. They narrate positive actions and habits they observe in their classes while consistently and respectfully correcting even the slightest misbehavior. They understand the importance of paying attention to details, "sweating the small stuff," in a way that makes school culture stronger. They 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. These master teachers are fundamental to our schools' success and we call these phenomenal teachers Confidence Catalysts.

The ACE Confidence Catalyst

ACE's culture of optimism is built on best practices of high performing schools across the country. Many of these schools have learned that to create a world-class, high performing school they must go beyond developing a culture of simple student compliance. Schools that are beating the odds for low-income students have figured out a key to sustaining excellence and success--this key is understanding that while developing and implementing school culture systems are vital that this is only part of the solution. School culture systems constitute the brain of any great school. Great schools create school culture systems that are clear, consistent, precise, and have a clear rationale for students and families to understand. Great schools implement these systems without apology or excuse to create a culture that is consistent in every classroom and hallway across the school. The best schools, however, transcend this level of compliance by understanding that in addition to creating briany school systems that run themselves once established it is equally as vital to develop the heart of their school. The heart of a great school cannot be easily replicated because the *heart* of a school is its culture. Even though many educators conflate a school's rules and procedures with its culture, the truth is that systems are merely a framework in which a school culture can develop. A successful school culture is steadily built, day by day, in every interaction between its teachers and students. The best teachers, the Confidence Catalysts are able to get kids swept up in the school experience. They are the reason kids show up and they create the heart. ACE calls these teachers Confidence Catalysts and we actively seek to develop the genuine catalyst in every faculty member.

Confidence Catalysts showcase their personality in the classroom.

The best teachers find ways to be themselves and commanding at the same time. Three personality traits that tend to get kids *swept up* are **enthusiasm, optimism, and urgency**. At ACE, we want to encourage teachers be the best of themselves to get kids *swept up* rather than trying to make all teachers look and sound the same.

Confidence Catalysts "go there" to bring lessons to life.

When planning a lesson, there are often opportunities for teachers to design challenging or unexpected activities that will create a culture of optimism and confidence. This is where a teacher's creativity meets his or her ability to design rigorous lesson clearly tied to standards. Teachers at ACE leverage a variety of instructional strategies to allow students to enthusiastically engage in their learning. Maybe the teacher uses media to deliver new information, adds performance-based activities to a lesson, teaches a concept through a new, more relevant context, or changes the mode of assessment to encourage more high-level, independent thinking. While many teachers shy away from these types of lessons, or try these activities without successfully linking them to objectives and standards, Confidence Catalysts take calculated risks to make well-aligned, but typical lessons more memorable.

Confidence Catalysts demonstrate an unwavering belief in their students' best intentions and abilities, modeling the ACE grow everyone, every day mindset for their students.

In a Confidence Catalyst's classroom, every student feels special because the teacher always "catches them" doing something good. When students make mistakes, Confidence Catalysts immediately use the moment to teach the "right way" and motivate the student to get better. Confidence Catalysts don't waste time lecturing students or dwelling on mistakes. They refocus the class on the next challenge and, through their willingness to invest in every student's success, show that all students can be successful. Confidence Catalysts build these skills through mastering Lemov's *Taxonomy* of effective teaching and modifying those strategies to suit their own personality.

Confidence Catalysts are the toughest teachers in the school.

It seems counter-intuitive, but it is true that the more positive a teacher is, the stricter he or she can be. This is because every positive interaction by a Confidence Catalyst creates buy-in and trust with students and motivates them to comply with the teacher's rules and systems, no matter how demanding. It is also true that students *swept up* in lessons are less likely to act out.

ACE's Vision for Our Culture of Optimism

All ACE schools are unified by common practices, beliefs, and habits of mind that allow the creation of a culture of optimism. When a visitor steps onto an ACE 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 to any ACE campus would likely see the following, providing evidence that a **culture of optimism** was being developed:

- Visitors would be greeted by ACE students who would proudly inform them of their names and provide an overview of their academic work and welcome the visitor to ACE.
- Teachers on campus would be taking active steps to positively interact with students, holding them accountable to school wide expectations. This would include greeting students in the morning with a firm handshake and a smile and finding opportunities to genuinely engage students both inside and outside of the classroom. Teachers would also unapologetically and

firmly hold students to expectations to demonstrate their school's core values throughout the day.

- In classrooms, students would be deeply and authentically engaged in their learning. Classroom teachers would be delivering engaging lessons and holding students to exceptionally high expectations at every turn. In response, students would understand expectations for them and would rise to the occasion. Student would participate in academic-oriented debate about the topic at hand and the teacher would facilitate these discussions expertly, allowing students to deepen and expand their knowledge.
- Throughout the day, ACE student would be offered opportunities to explore not only academic topics but would also be able to reflect 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 would be observed consistently throughout the school day and would offer a glimpse into how masterful teachers build a culture of optimism with students. Visitors might observe a launch assembly in which students were being honored for their academic achievement and growth. Later during the launch assembly a group of students might perform a song, read a personal poem or letter, and receive praise and recognition from their peers. The assembly would also build optimism by representing the non-academic interests of students.
- On a typical day a visitor would also see students and teachers interacting in genuinely fun, nonacademic activities. One would see students and teachers competing in a basketball game or might see students competing in a foot race across the school yard.

In essence, all interactions between ACE family 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 incredibly high expectations.

Culture of Optimism Playbook

Key Professional Growth Competencies: Manage Classroom, Achieve Results

The ACE Cascade makes clear the importance of building a culture of optimism in our schools. By recruiting and retaining the ACE target student, by creating a celebratory school environment, and by engaging with families in a deep and meaningful way, we know that we will create a culture that ensures our students are prepared for success in college and life. This section of the playbook will focus on helping schools and staff achieve building a culture of optimism, specifically by implementing core ACE structures, rituals, routines, and systems that have been developed over time. While all three of the objectives articulated in the Cascade strategy below are vital, in this section we will dive into the second objective (creation of an optimistic, celebrator school environment) and provide clarity on what this looks like across ACE schools.

STRATEGY 1: Promote and Instill a Culture of Optimism

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Objectives	Specific Metrics			
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School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning	 Each school demonstrates proficient culture (based on Culture of Optimism Rubric) by year end 90% of students/families/staff say ACE culture is effective in promoting culture of optimism 			
Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college- ready habits and attitudes	 90% of students can state independently state academic goals (CASPP, NWEA, GPA, ACT), their current progress toward those goals, and what actions they are taking to achieve goals 90% average daily homework completion 96% average daily attendance 75% of families meet monthly participation goal 90% of students/families/staff are confident that students will be ready to attend and succeed in college by the time they graduate high school 			

Creation of a culture of optimism and excellence requires that all ACE staff members commit to holding our students and themselves to the highest of expectations. By doing so, all members of the ACE community will do their part to build a physically and emotionally safe school culture where students who have historically been disengaged in the educational process are allowed to feel confident in their abilities to excel academically and ethically. This culture of optimism is created by ensuring that students are building the habits of mind and action that will ensure that they are successful in school and life.

Creating a culture of optimism can be accomplished when teachers and school leaders focus on the fundamental elements described below:

Strategy 1: Create a Culture of Optimism				
Objectives 1, 3	Objective 2			
Build Relationships with Students and Families and Attract/Retain ACE Target Student	Cultivate a Growth Mindset	Proactively Manage Classroom to Engage 100% of Students	Practice School Wide Rituals and Habits	Hold All Students Accountable and Celebrate Growth, Risk Taking, and Achievement

Build Relationships with Students and Families and Attract and Retain the ACE Target Student

Creating and Optimistic, Celebratory School Environment

Creating a culture of optimism is no easy task. Families of ACE students deserve to know that their children are receiving a world-class education, once that confidently places them on the path to success in college and life. At ACE, we know that this is only possible when we put in the time and effort to build a celebratory optimistic school environment that allows our students to build the skills, and safely take the risks, that will allow them to grow into successful adults. This section of the playbook outlines important habits of mind, skills, structures, and rituals that are present at all ACE schools to ensure that we are building this college-going culture across our network.

Cultivate a Growth Mindset

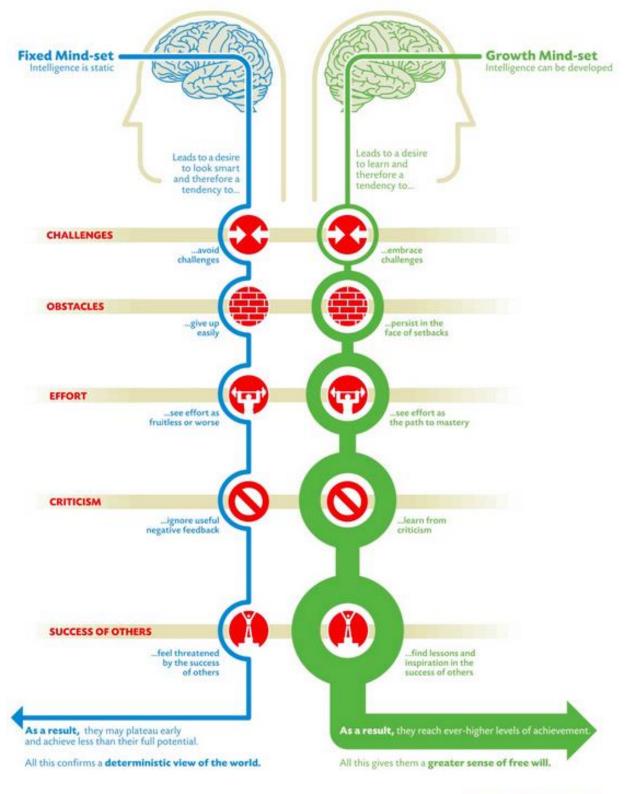
Our culture of optimism begins with the adults in the building. If we expect that our students believe in themselves then they must first know that we believe in them--unconditionally. To do this all educators must do the hard work of cultivating a growth mindset in themselves toward their students, their colleagues, and our families. To do this, we must all be dedicated to the idea that people are not inherently made "smart" and that with persistence, dedication, passion, and hard work all of us can excel at anything we dedicate ourselves to accomplishing.

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 our own expectations that we hold for ourselves, our colleagues, and our students and families. Throughout your time at ACE you will have the opportunity to learn more about mindset theory and how this impacts your ability to set and maintain high expectations for your students. You will also have the opportunity to learn more about how you can cultivate your growth mindset and that of your students.

Mindset theory has been most recently and publicly researched by a Stanford psychologist, Carol Dweck. In her book, *Mindset*, Dweck makes a strong case to support the idea that individuals have power to create the narrative that occurs in their own mind (this running narrative--the thoughts that go through our heads, often instantaneously, when we experience new things--is what we mean by "mindset."). At times, all individuals fall into what is called a "fixed mindset." When we experience a fixed mindset we tend to judge new experiences immediately and decide if what we are experiencing is "good" or "bad." When we have a fixed mindset about something we may immediately jump to the conclusion that because we are not initially good at something that we never will be. Maintaining this type of mindset can be detrimental to one's success in life. When people feel that they are a "natural" at certain things and they believe that they will never be accomplish the things which are initially challenging for them they limit their own potential. The good news, Dweck argues, is that this fixed mindset can be changed by cultivating what she calls a "growth mindset." When individuals approach new experiences with a growth mindset their internal narrative is inherently curious and **optimistic.** When we approach a new situation with a growth mindset we recognize that initial challenges are simply opportunities to learn and grow. We recognize that there is nothing to fear in trying, and perhaps initially failing, as we endeavor to learn new things. As a result, individuals 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.

The link between the growth mindset and optimism is what makes this such a vital part of our approach to teaching and learning at ACE. For our teachers, leaders, and staff to be able to deliver a world-class education to our students we must have a growth mindset about our own abilities to improve in our practice. This means being open to feedback and taking personal responsibility for our own growth and development. Similarly, we must model cultivating a growth mindset to our students and families. Not only must we demonstrate a growth mindset toward our students and families, illustrating to them that we believe they are capable of endless achievements, we must also work with our students and families to help them cultivate a growth mindset about themselves and one another. When we are able to do this, we know we will be well on our way to establishing a culture of optimism and college-going.

The graphic below articulates the differences between the fixed and growth mindsets and links mindset to success in life:

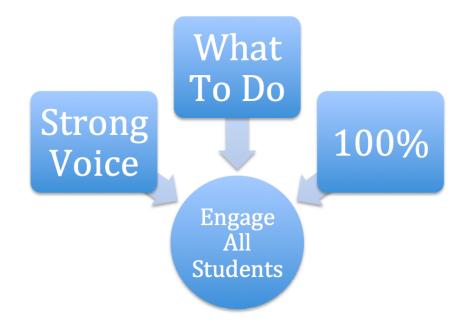


GRAPHIC BY NIGEL HOLMES

Proactive Management and Engaging All Students

We know that great teachers have mastered the skills needed to ensure that all of their students are fully engaged in learning rigorous academics during the school day. Master teachers, or Confidence Catalysts, as we call them at ACE, are able to do this seemingly effortlessly. The truth is, however, that creating a culture where students are fully engaged in a rigorous academic lesson every minute of a class period takes an incredible amount of skill. We also know that all teachers can master these skills and leverage them to create a culture of optimism in their classrooms.

The connection between high expectations for students, high student engagement and developing a culture of optimism is clear. To create optimism we need to help students find joy and success in places where they may have struggled in the past. To do this, we must first set incredibly high expectations for our students. Once we do, we must ensure students are aware of the high expectations that we hold for them, then we must ensure that they meet or exceed those expectations. Finally we must celebrate their success. It is by following through with this cycle continuously over the course of a class period and school year that students develop the confidence that allows them to develop an optimistic attitude about themselves. In this section of the playbook we will rely heavily on a core set of strategies laid out in Doug Lemov's *Teach Like a Champion 2.0.* In Chapter 11 of this book, Lemov outlines the core fundamental teacher strategies that must be mastered to ensure that all students are engaged in scholarly learning during the school day. These strategies are described in detail below and comprise the ACE Charter Schools foundational skills to building a culture of optimism.



Technique 56: Strong Voice (pp. 412-416)

Affirm your authority through intentional verbal and nonverbal habits, especially at moments when you need control.

Technique Overview:

Confidence Catalysts interact with students in a manner that communicates a calm sense of confidence. They are able to take command of a room in a way that preserves the respect of all students and ensures that the school's core values are demonstrated in their words and actions. These teachers accomplish this by not only leveraging the relationships they have built with their students but also by mastering the principles of *Strong Voice*. These principles are:

- Use a formal register. Lemov defines register as the manner in which a teacher speaks to students as well as the manner in which they maintain eye contact, have facial expressions, and use gestures during an interaction. Expert teachers know that when interacting with students in the classroom it's important to have a register that changes depending on the context of what is occurring. During instruction, master teachers change their register to meet specific parts of a lesson. At times, when using humor, a teacher's register with students might be informal allowing them to crack a joke or engage students easily. These teachers, however, understand that when giving directions, stating expectations, or holding students accountable that a more formal register must be used. By ensuring that they consistently use their "formal register" or "no-nonsense voice" during these interactions students learn that the teacher means business and expects students to meet expectations quickly.
- Square up/stand still. If we expect students to follow our directions and meet our expectations quickly we must demonstrate to them that what we are asking them to do is important. Confidence Catalysts leverage their physical stance to ensure that what they are asking of students is seen as a clear priority. When stating expectations, master teachers stop moving, stop multi-tasking, and give their full attention to the students. Students, in turn, are more likely to do the same and meet expectations quickly.
- Exude Quiet Power. When a teacher feels that the culture in their classroom is slipping, a common response is to begin to speak more quickly or more loudly. Doing this allows students to sense the anxiety the teacher carries. Instead, master teachers learn to respond to culture slippage by remaining calm. If students are talking too loudly, effective teachers do not yell over them--they reassert their presence, restate the expectation, and ensure compliance using a calm, quiet, power and exuding poise.
- Use Economy of Language. When giving directions and stating expectations speaking concisely is key. Master teachers avoid allowing for distractions by choosing few words when speaking to students about expectations and directions.
- Do Not Talk Over. When master teachers speak with students, they wait until they have the attention of every student in the room. They do this because they choose what they will communicate to students carefully and they feel confident that what they are about to say

needs to be heard by every student. These teachers do not talk over rustling papers or side conversations. Instead, they implement consistent cues to gather the attention of all students and they do not speak until they have that attention.

How This Technique Cultivates Optimism:

Having a strong voice isn't about being mean or leveraging power to ensure that students do what the teacher asks of them. When teachers appropriately master the use of the principles of Strong Voice they are able to communicate to students in a manner that elevates the professionalism of the classroom. This demonstrates that the teacher not only respects students by interacting with them in a calm and clear way, it shows students that the teacher has a confident presence in the classroom. Leveraging Strong Voice builds optimism in students because it is one of the ways that students understand that teachers care about the classroom environment, that they care about the students' learning, and that they will not allow distractions to take the class away from its goal of mastering content. This builds trust between the student and teacher and creates an environment that is structured and safe and one where the student is more likely to task positive academic risks that will help them find success.

What It Looks Like in Action:

- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 52)
- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 67)
- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 68)
- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 69)

Technique 57: What to Do (pp.417-421)

Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do.

Technique Overview:

Before we can hold students to our high expectations we must provide them with a clear sense of what they are being asked to do--this goes for both behavioral expectations (how to act in the classroom) as well as academic expectations (how to learn in the classroom). The most fundamental of all teacher skills is to give "What to Do" (WTD) directions. In *TLAC 2.0*, Lemov lays out the primary reasons that students may be off task and provides strategies that teachers can use to prevent this off-task behavior.

According to Lemov, off-task behavior is typically caused by one of the following three reasons:

- Defiance. A teacher has provided clear WTD directions and the student does not comply because he or she does not want to do what the teacher has asked of them.
- Incompetence. The teacher may have provided clear WTD directions and the student does not yet have the skills needed to comply with the directions.
- Opportunism. Typically, the teacher has not given clear WTD directions, resulting in lack of clarity around exactly what is expected. As a result, a student may choose to take advantage of that gray area and participate in off-task behavior.

Teachers can most effectively help students to avoid making choices to participate in off-task behavior by providing students with clear, What to Do directions at all times. Elements of What to Do Directions (p. 418) include:

WTD Directions	Effective directions	Say	Not
Specific	outline manageable and precise actions that students can take	"Please put your pencil on your desk and keep your eyes on me"	"pay attention"
Concrete	provide clear, actionable tasks that students know how to execute	"Place your feet on the floor"	"stop fooling around"
Sequential	describe a sequence of concrete, specific actions	"Please place your feet on the floor, your pencil on the desk, keep your eyes on me, and write this in your notes"	"pay attention and stop fooling around"
Observable	allow compliance to be easily seen and remove the opportunity for	N/A	N/A

students to argue		
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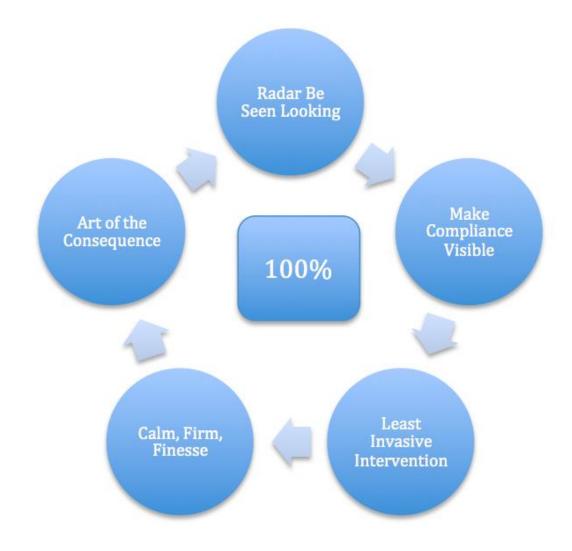
How This Technique Cultivates Optimism:

Students develop a sense of optimism in their own abilities by finding success. If we are not taking the time to ensure that students are being provided with clear and measurable directions about how to meet and exceed our expectations we are limiting the ability for them to be successful and, thus, are limiting the development of our culture of optimism.

What It Looks Like In Action:

- <u>https://vimeo.com/88952132</u> (Rue Ratray)
- <u>http://teachlikeachampion.com/blog/portrait-teacher-beth-brannon-8-scenes-video/</u>

Techniques such as Strong Voice and What to Do allow teachers to establish their presence in the classroom. By leveraging these strategies teachers are able to begin to create the foundation that is needed to establish a culture of optimism in their classrooms. Confidence Catalysts, however, take managing their classrooms to a more sophisticated level. In addition to these techniques, Confidence Catalysts master the elements of the techniques that comprise Lemov's 100%. These strategies not only ensure that the teacher has established a presence in the classroom but they also help ensure that all students, even those with a history of disengagement, are held accountable to expectations and can participate in our culture of optimism. These strategies allow Confidence Catalysts to fully establish a culture of optimism in their classroom where they can build an environment that fosters the risk taking,



growth, and continuous improvement needed so that students thrive.

100%, Technique 51: Radar/Be Seen Looking (pp. 387-392)

Prevent nonproductive behavior by developing your ability to see it when it happens and by subtly reminding students that you are looking.

Technique Overview:

Confidence Catalysts are able to see misbehaviors often before they occur. They develop this sixth sense for on and off task behavior by knowing their students well, knowing where in the lesson students will have opportunities to opt out of being engaged, and by knowing how to prevent this opt-out quickly and with very little intervention. Radar and Be Seen looking are two of the strategies that effective teachers use to develop this sense.

Below are additional details about this high-leverage technique:

- Radar
 - By using this strategy Confidence Catalysts leverage their physical presence to ensure that they are scanning the classroom consistently, sending a message to students that their engagement in the lesson is important to the teacher and for the students' own learning. According to Lemov, the most important element of implementing Radar is known as "The Swivel." The Swivel is when a teacher makes a habit out of standing in a strategic location in the room and scanning the FULL classroom every few minutes of class and after giving WTD directions to students. Teachers should take care to position themselves strategically when implementing radar--while not always possible, standing in the corner of the room often allows teachers to implement Radar quickly.
- Be Seen Looking
 - Radar is all about scanning the room proactively so that students know you are looking to ensure that they are compliant and engaged. Be Seen Looking is the second step-according to Lemov, this technique is about subtly reminding students that you are, indeed, looking. Without this accountability, students will often get a sense that the teacher is not serious about ensuring that students engage and follow directions and that lack of commitment from the teacher encourages students to disengage.
 - Lemov articulates 6 "dance moves" that teachers should master to implement this technique well.
 - The Invisible Column. A teacher moves her head slightly to the side after giving a direction as if she's trying to look around something (an invisible column) to make sure her students are doing as they should.
 - The Tiptoes. A teacher stands for a moment on his tiptoes while looking out at the room, as if he's just making doubly sure that everything is okay in some hard-to-see spot in the room.

- The Sprinkler. A teacher starts her Swivel across the classroom but at one point, snaps back a few degrees in the direction she'd just scanned, to send a message that she's really looking and seeing if everything is OK.
- The Disco Finger. A teacher traces the track of her gaze in a Swivel with her finger outstretched, pointer style. This makes the Swivel more obvious and sends the message that the teacher is checking all places in the room.
- The Politician. Similarly to the moves a politician makes toward an audience of supporters when assuming a position on a stage, the teacher gestures briefly to the students to send a message of "I see all of you out there" and provides students a sense that they are with the teacher.

How This Technique Cultivates Optimism:

Students will not be held accountable to our clear and precise expectations and what to do directions unless we take the time to ensure that they know we are looking and having them engaged immediately matters to us. By leveraging the Be Seen Looking and Radar strategies consistently throughout class we are sending students a message that we care about them and that we want them to succeed. Confidence Catalysts never state and expectation and then walk off without ensuring accountability because they know that to develop students' optimism they must be successful. To be successful we must dedicate time and effort to holding students accountable.

What It Looks Like In Action:

- <u>https://www.youtube.com/watch?v=ECOltKOwF_A</u> (general overview of 100% with DL)
- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 53)
- http://my.teachlikeachampion.com/book/18 (Clip 54)
- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 55)

100%, Technique 52: Make Compliance Visible, (pp.393-394)

Ensure that students follow through on a request in an immediate and visible way by setting a standard that's more demanding than marginal compliance. Be judicious in what you ask for, specifically because it will uphold the standard of compliance.

Technique Overview:

Confidence Catalysts leverage the techniques of What to Do and Radar/Be Seen Looking to ensure that *virtually* all students are compliant and engaged in the classroom. They also know that even when expectations have been set in a clear manner (WTD) AND the teacher has dedicated time to ensure accountability (Radar/Be Seen Looking) there is a likely chance that a very small number of students will not immediately comply. Because Confidence Catalysts have a deep and optimistic belief about the abilities of their students, they do not simply allow these students to opt out of being engaged. Instead, they leverage an additional technique in their narration which will allow even the most reluctant students to engage and succeed in meeting expectations. This strategy is called "Make Compliance Visible."

When a teacher uses Make Compliance Visible he is ensuring that after scanning the room that he is narrating the actions of students that quickly met the expectation in an effort to encourage all students to do the same. When providing this narration the teacher is careful to use words that allow the teacher to see perfect compliance from students. For example, instead of saying "put your pencils down," a teacher leveraging this strategy would say, "put your pencils in the tray." This precise expectation allows the teacher to see without doubt what students are meeting expectations and those who are not.

How This Technique Cultivates Optimism:

Make Compliance Visible is another indicator to students that the teacher wants to see all of her students be successful. By ensuring that all expectations are clear to the point where compliance can be visibly seen, the teacher communicates to the students that they believe in them and will put forth the effort to ensure they are successful in the classroom.

What It Looks Like In Action:

- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 56)
- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 57)

100%, Technique 53: Least Invasive Intervention, (pp.395-402)

Maximize teaching time and minimize "drama" by using the subtlest and least invasive tactic possible to correct off-task students.

Technique overview:

The first techniques used to get to 100% (WTD, Radar/Be Seen Looking and Make Compliance Visible) are all *proactive* strategies. That is, these are the strategies we use to feel confident that we have dedicated time and effort to ensuring that expectations have been made crystal clear to students and that all of our students should be able to meet them. Once this has been done, Confidence Catalysts now are at a place in getting to 100% where they can feel confident that if a student is not compliant and/or engaged that they must intervene to support the student to engage. Because we know that a vital element to building our culture of optimism at ACE is based on having effective and positive relationships with our students, when we intervene we want to do so in a way that will hold the student accountable AND ensure that they meet the expectation that has been set. This is where Technique 53, Least Invasive Intervention, comes in to play.

It is important to note here that these interventions are typically only recommended for very low-level non-compliance. These would be behaviors at ACE schools that fall below behaviors that, per the ACE Student Engagement System, would warrant demerits. More clarity on implementing the Student Engagement System will be provided later in this playbook.

Lemov articulates 6 types of interventions and explains that when possible, the least invasive one (one nearer the beginning of the list should be used). These interventions and additional detail regarding them are below:

- Nonverbal. Without interrupting instruction the teacher uses hand gestures and other nonverbal signals to cue students back to task. Nonverbal intervention works best when they are consistent and limited in scope. For example a teacher might develop a hand gesture that reminds a student to sit up or SLANT and the teacher uses that gesture consistently throughout the year. A teacher should also only use non-verbal intervention for very low-level noncompliance and it should be used only when the teacher sees immediate compliance from a student after this intervention has been used.
- Positive group correction. This is a quick, **positive**, verbal reminder to the WHOLE group of students when general slippage from an expectation has been observed. Examples include "Check your SLANT", "Let's show College Ready Position", or similar.
- Anonymous individual correction. This is often coupled with a positive group correction to ensure that students who are not yet meeting the expectation are aware that the teacher has noticed their non-compliance. An example is, "Please track me...I need two more sets of eyes

on me by the count of 3." This allows the 2 students who are non-compliant to become compliant without having their names stated publicly.

- Private individual correction (PIC). This is a correction issued directly to an individual student but done in private (typically while other students are working independently) in an attempt to get a student back on track quickly.
- Private individual precise praise (PIPP). This is similar to a PIC, however with a PIPP the teacher offers praise instead of correction. When students know that a teacher speaking with them privately could be both praise or correction students will be more open to having the teacher approach them in this manner.
- Lightning-Quick Public Correction. Classrooms are complex spaces and private praise and correction are not always possible. In cases where very low-level behaviors need to be intervened upon quickly a teacher can make us of this intervention. An example of this in action might be, "Quentin, I need your pencil moving...just like Josefina and Malichai." This type of intervention allows an individual student (Quentin) to know that he is not meeting the expectation and allows the student to fix the behavior immediately before a demerit or other consequence is needed.

Remember that each of these interventions are tools that a teacher can use to ensure that NO misbehavior are left unnoticed. According to Lemov, failing to notice off task behavior is THE MOST invasive form of intervention and must be avoided at all costs.

How This Technique Cultivates Optimism:

As stated in the introduction to this technique, Confidence Catalysts recognize that optimism is build when we provide a clear roadmap to success for our students. This strategy is yet another that effective teachers use to put students on the path to optimism and success.

What It Looks Like In Action:

- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 58)
- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 59)
- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 60)
- http://my.teachlikeachampion.com/book/18 (Clip 61)
- http://my.teachlikeachampion.com/book/18 (Clip 62)
- http://my.teachlikeachampion.com/book/18 (Clip 63)

100%, Technique 54: Firm, Calm Finesse, (pp.403-406)

Take steps to get compliance without conflict by establishing an environment of purpose and respect and by remaining your own poise.

Technique Overview:

Confidence Catalysts recognize that they are the emotional pacesetters of their classroom. They deeply understand that they are the models for their students and that their students notice everything that they say and do, whether verbally or nonverbally. Confidence Catalysts exude a sense of optimism in their words, thoughts, and actions and provide students with a sense that the teacher is absolutely confident that the student will meet and exceed every expectation that is set for them with very little direction or guidance from the teacher. Concurrently, a Confidence Catalysts recognizes the skills that they must execute to create this type of presence and culture in their classroom. In this section of *TLAC 2.0* Lemov articulates seven general rules for teaching with Firm Calm Finesse.

- Catch it Early. Teachers who are developing in their skills at managing a classroom will often ignore problems hoping they will resolve themselves. This is always a mistake. Instead, Confidence Catalysts catch issues early and leverage the culture of trust and optimism they have built with students to feel confident in intervening and setting things back on track as quickly as possible.
- Value purpose over power. Confidence Catalysts recognize that the reason they ask for compliance is about a deep purpose--ensuring that students find the confidence that they need to become optimistic about their life outcomes and to achieve. Ensuring that students are engaged and compliant isn't about a power trip or about the teacher's ego. Catalysts know this and consistently model purpose over power in all of their interactions with ACE students.
- Remember that "Thank You" is the strongest phrase. Confidence Catalysts maintain the firm calm finesse by remembering to use their manners. Saying please and thank you to students when asking them to do things and achieving compliance is one of the strongest culture builders there is.
- Use universal language. Confidence Catalysts know that building a culture is about the team, not the individual. To invest all students in building a culture of optimism and engagement Confidence Catalysts use more "we" and "us" than "me" and "I." For example, "We need you with us" is better than "I need you with me."
- Show your bright face. Confidence Catalysts use every possible tool at their disposal to build relationships with students and sweep kids up into lessons. This starts with their physical

presence and facial expressions. Starting with a pleasant face builds optimism and allows students to know that you care.

- Deploy your confirmation glance. At times students need a little bit of space and time to meet an expectation that has been set. Confidence Catalysts have excellent professional judgement and they know that demonstrating to students that there is mutual trust can often build student success. A Confidence Catalyst may do this by using a statement similar to this, "I am going to walk away, and when I look back, I am going to see you with your pencil in your hand writing your response."
- Stay steady at the helm. A Confidence Catalyst models a calm and steady approach with students at all times. By modeling a calm presence a Catalyst models for the student that any issues that arise are not personal and that the situation can be corrected quickly and without escalation.

How This Technique Cultivates Optimism:

As stated in the technique overview above, Confidence Catalysts recognize that they are a model for students. If we are to build optimism in students we must be optimistic ourselves. By ensuring that a teacher maintains a positive, calming, and firm presence with students we build their trust in us and we build their confidence in themselves.

What It Looks Like In Action:

• <u>http://my.teachlikeachampion.com/book/18</u> (Clip 64)

100%, Technique 55, Art of the Consequence (pp. 406-412)

Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent, and depersonalized. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game.

Technique Overview:

At ACE, all of our schools have developed a student engagement system that guides both the positive and corrective consequences that we issue students regarding their behavioral choices. This system is described in detail later in this playbook. Fundamentally, the ACE student engagement system exists to ensure that students are clearly aware of what behaviors are valued and what behaviors are not tolerated at ACE. A significant part of the student engagement system at ACE has to do with providing students with consequences in a fair and consistent manner when they are not meeting school wide expectations. This system is a vital piece of our approach to building a culture of optimism with students. The details of this technique will be provided in the Student Engagement System section of this playbook.

Building Optimism Through Consistency of Practice

One way that we build a culture of optimism at all ACE schools is by creating a sense of identity for our students and staff. At ACE, we have commonly held beliefs and values that guide the work we do. Similarly, there are common school wide systems, routines, and procedures that are implemented across our network to build a sense of identity and to strengthen our network wide culture of optimism. This section of the playbook articulates the network wide common expectations to which all ACE schools subscribe and provides a rationale for why consistently implemented routines and procedures are vital as we build a culture of optimism across our network of schools.

Why Norms?

Procedures, routines, and common signals maximize the efficiency and structure of a class. Careful forethought about how managerial, logistical, and small tasks should be done in the class save time, increase opportunities for creative lessons, and decrease frustration and the need for consequences. Thoughtful procedures limit the amount of work a teacher needs to do and time they need to spend managing the class. They set students up for success and build our culture of optimism. There may not be one right way to do things; there is value, however, in having one way to do things. Thoughtful procedures drastically limit the times in which a student is trying to follow directions, but going about it the "wrong way" and receiving a consequence. They make the "right way" clear to all. At ACE, school teams will determine and use consistent in-class procedures.

Using common procedures with other teachers helps support and reinforce those systems. Classes will not need to spend significant academic time learning and relearning four different ways to do a simple logistical operation because there will basically be one way to do things. This limits unnecessary teacher and student confusion and frustration. Students and teachers will be set up for success and this will build student trust, confidence, and optimism.

Again, consistency is the key. Procedures are only as good as we make them. Having a procedure and not using it is worse than not having one at all. When implementing a new procedure, members of the faculty should agree that it will be useful, agree how it will look and sound, and agree to maintain consistency in order to uphold its value and usefulness.

It is vital, in order to ensure consistency and reinforce the proper decorum in and out of class, that teachers approach systems and procedures with a highly critical eye. Not doing so could result in :

- a) Student confusion and thus an inability to infer proper expectations
- b) Student disciplinary action and consequence
- c) Compromised class and student-to-teacher relationships
- d) An erosion of school culture and deviation from our norms of joy, rigor, and optimism

ACE Network Wide Foundational Rituals, Routines, and Habits

There are certain times during a class period that are huge opportunities for building student optimism and confidence. At ACE we want to ensure that all teachers are taking advantage of these opportunities and that we leverage the power of consistency to create and maintain a clear vision of what excellence will look like during these precious moments of time. This section of the playbook articulates a vision for what routines and habits are the most fundamental to ensuring that we build a culture of optimism in all of our classrooms at all of our schools.

Ritual 1: Threshold		
Rationale: ACE is a handshake school. This greeting of warmth and respect is our hallmark to demonstrate how we build community and optimism at our schools. When entering the classroom each student	 Non-examples: Students not making eye contact with teachers and/or not participating in hand-shake Teacher being distracted and forgetting to 	 100% Vision Students lined up in professional, quiet lines outside of their classroom, waiting for their turn to enter class. Students and teachers enthusiastically participating
the classroom each student will participate in a warm greeting and handshake with the teacher to ensure that classes start on the right foot and with a tone that reinforces the values of our schools.	 participate in handshake Lack of clarity around expectations for behavior while waiting in line and/or once a student has entered class 	 enthusiastically participating in the handshake Crystal clear expectations and compliance to expectations once students have entered the classroom.

Rituals for Student Engagement

Ritual 3: Do Now		
Rationale: We must take advantage of every moment we have with students. Each class period should begin with an aligned, rigorous Do Now related to the class objective. Details on how to create a high quality Do Now are provided in the College Ready Confidence section of this playbook.	 Non Examples: Students do not complete the Do Now silently and independently Do Now provided by teacher is confusing or not present Students talk and socialize during Do Now 	 100% Vision Teacher has a clear system for ensuring that students can access and complete the Do Now independently during the first 5 minutes of class Students complete the Do Now in the allotted amount of time and their work is of high quality Teacher circulates actively during the Do Now, gathering data that can be used to personalize learning and/or adapt instruction for the class.

Ritual 5: Managing Transitions and Materials		
Rationale:	Non Examples:	100% Vision
	•	•
Master teachers establish a		
variety of routines and		
manage transitions in class.		
These include how papers and		
materials are distributed and		
gathered and how students		
efficiently take care of other		
"housekeeping" issues such as		
asking for tissues, using the		
restroom, sharpening pencils		
and asking for other		
materials. Schools must		
develop grade level and/or schoolwide routines to		
provide a vision for what		
these routines and		
procedures will look like at		
their school.		

Ritual 6: RPG Reflection		
Rationale: Just as we begin classes in a formal way, we also end classes with a routine that ensures that students have reflected not only the content they have learned during class	 Non Examples: Teacher does not reserve time for the RPG reflection or RPG reflection is rushed Students are off task during reflection Teacher reviews either 	100% Vision • Teacher reserved last 5 minutes of class for RPG reflection • Teacher ensures 100% engagement from students before beginning reflection
they have learned during class but also the extent to which they have demonstrated the school's core values during the period.	values or objective but not both	reflection • Teacher provides a BRIEF summary of the day's objective and students' mastery toward the objective. • Teacher provides a brief summary of how the class did toward demonstrating the school's values and assigns points per value, if applicable.

Ritual 7: Student Greeters		
Rationale: When visitors come to our campus, students are our best ambassadors to show who we are and what we do. Students are encouraged to approach visitors and talk to them. Because this is a high profile student job, they are assigned and trained to do the job well.	100% Vision Greeters: • Quietly approach visitors, establish eye contact, and shake hands. • Introduce themselves using first and last name and mentioning their grade level • Provide an overview of the day's objective and discuss what the class is working on • Answers	
	_	
and trained to do the job well.	Provention of the objective and objective and of the class is work of the class is work of the class is the objections the objections the objections the objection of the objective of the o	

Habit #1: College Ready Position (CRP)		
Rationale: We maintain CRP to show the speaker that they have our full attention and as a way to communicate our respect for what the speaker is saying. We show CRP to eliminate distractions and keep focus on the important information being shared. CRP conveys a sense of professionalism that is needed in high school, college and in careers beyond college. This is the training ground for success in these future settings.	 Non-example: Looking away from the speaker Slouched body posture Talking while speaker is talking Tipping back in one's chair 	 100% Vision: Scholars are silent Sitting up straight, with full back against the back of your chair Legs under your desk Both feet on the floor Scholars are actively listening, by tracking the speaker, making eye contact and nodding when appropriate Scholars track quickly and automatically

Habits for Student Engagement

Habit #2: Tracking the Speaker			
Rationale: We aim to create a learning community where everyone feels valued and respected for their contributions. We also want this community to reflect a love of learning and ideas. For these reasons, it is essential that all members of our community make eye with each other when someone is speaking. This conveys respect and interest in each other's thoughts and opinions. It also will enable our students to build off of each other's ideas and contribute to a learning environment that feels powerful.	 Non-example: Looking down or elsewhere when someone is speaking Looking at the speaker, but with a blank stare Teachers saying "Track the ceiling. Now track the speaker." The ceiling isn't tracking worthy. Students turning their whole bodies out of their seats or turning their heads in an exaggerated manner that is distracting Students keep tracking in the direction of the speaker even when the speaker is finished and the next speaker has started 	 100% Vision: Heads and upper bodies turn in a manner that utilizes minimal movement. Bottoms stay flat in chairs or on rug. Students make eye contact with the speaker Student facial expressions convey interest in the speaker's content Students track quickly from one speaker to the next 	

Habit #3: Academic Discourse and Engagement			
Rationale : Teaching students how to interact professionally in the classroom environment is a lever for building confidence and optimism. At ACE students learn to speak in complete sentences, speak loudly and proudly when it is their turn to speak, and demonstrating respect to their peers by practicing active listening.	 Non-example: Students shout-out during class without permission Students respond to questions with simple yes/no answers Students talk over their peers or disagree with them in a disrespectful manner Students show non-verbal signs of low engagement in response to teacher and peer questions (should shrugging, etc.) 	 Students follow grade level or school wide procedures for academic discourse and engagement. These could include the use of sentence stems, hand signals to express agreement and disagreement, and a protocol around speaking in complete sentences and/or with appropriate volume and tenor. 	

Hold All Students Accountable and Celebrate Growth and Achievement

ACE has an ambitious mission, and in order to meet that mission, it is crucial that every moment of the day on every ACE campus be conducted with urgency, with optimism, and with a focus on maximizing student learning. Because many of ACE's students have been failed by the traditional school system, it is imperative that they experience an optimistic culture. As explained previously, building a culture of optimism is a complex endeavor. It involves cultivating a growth mindset about ourselves and our students as well as building effective relationships with students and families. Developing our 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, transparent and so that we feel confident that students have been set up for success. In addition to these key elements, another fundamental piece of building our culture of optimism is related to holding students accountable for their actions.

This accountability is both celebratory and corrective. When students make the right choices--choices that will help them along the path to 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 we are holding students accountable when they make choices that have the potential to allow them to step off the path to college and career success. Some of these choices might be small steps off that path-others may be significant detours. Regardless of the scope of the choices students are making, we owe them the respect to point out where they are making poor decisions and provide the structure and expectations that they hold themselves to a higher standard.

At ACE, our Student Engagement System (SES) is the system that we use to ensure that we are both celebrating student growth and achievement related to our culture of optimism as well as holding students accountable and teaching them when better choices need to be made. The SES quickly helps students learn new habits and actions that will contribute to their success.

Student Engagement System Rationale and Overview

Rationale and Principles of System Design

The Student Engagement System at ACE has several fundamental requirements:

- It must be 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 must be simple and easy for staff to use
- It will eliminate wasted time and increase time on task
- It is not the end goal, but a tool to result in increased student achievement
- Staff must receive adequate training and norming on the system throughout the year

The Student Engagement System was designed by ACE School Leaders, and staff were initially trained on it during summer professional development provided in 2014. The ACE Student Engagement System consists of the following components:

Student Engagement System		
Positive Incentives Negative Incentives Culture		Culture Calendar
Individual Merits	Redirections	Year long calendar of joy events created to ensure all students receive opportunities to have
RPG Reports and Score	Demerits	fun and be celebrated at our school
RPG Reflection	Referrals	
Class RPG Challenge		

Behaviors have been placed into six different levels. It is the responsibility of every ACE staff member to know the levels and the consequences, and to implement them consistently.

Positive incentives are earned based on RPG scores and points students earn.

The culture calendar is used to ensure that every student, regardless of points or RPG score, has experiences at school where they experience the fun, optimistic, and joyful side of school. Students engage in an RPG reflection at the end of each class (or day) and use that to set targets for improvement, and to celebrate incremental growth.

The ratio of positives to negatives at a school site should be 3:1 overall. School Leaders will look at data by teacher weekly in order to ensure consistent implementation of the system.

All staff—not just teachers—are expected to use the system fully.

As an organization, we all commit to holding each other accountable for system use, and will help our teammates by issuing merits or demerits that they might miss.

Daily use:

- Ratio of merits to demerits. The foundation of the SES is the use of merits and demerits. The system is effective when teachers strive to maintain a ratio of 3:1 (merits:demerits) at ACE Schools. This ratio has been established to ensure that the system is not only rewarding or overly punitive. It is vital that staff understand, however, that there are serious negative implications to having a ratio that is overwhelmingly positive (virtually all merits issued) or overwhelmingly negative (virtually all demerits issued). The strength of the system comes when teachers use the system consistently, issuing merits and demerits when students genuinely earn them. The system will break if mertis are giving when not genuinely warranted AND when demerits are not issues because a teacher is may be hesitant to engage with a student making a bad choice.
- Weekly report: Students will be receiving weekly reports in advisory and using them to celebrate and to set new goals. Weekly school wide rewards also occur for students based on their score.
- School Leader Use: School Leaders are expected to engage with data weekly, both analyzing the school and students in need of support, and in their weekly 1:1s with teachers. This is to ensure consistency among staff and to norm to the standard.
- School Leader Norming: School Leaders are expected to norm to the system constantly throughout the year. This may happen through ongoing all staff PD, individual 1:1 meetings, live coaching, or other forms. The norming should be constant and ongoing.

ACE's Merit program acknowledges individual acts of good citizenship that promote a positive community. Staff members use this system to acknowledge when students are exceeding expectations and doing their part to build our culture of optimism.

Students earn Merits for each of the Respect, Pride and Ganas (RPG) core values. When Merits are earned students earn additional points toward their RPG score. Examples of specific actions that might earn a Merit include:

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 Reporting vandalism 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

Master teachers integrate issuing Merits into their positive narration of the classroom. By noting when students exceed expectations as part of daily practice, it helps build a positive momentum in the classroom.

Merits may either be issued verbally (e.g., "Irving, thank you for volunteering to write down Alex's assignments for him. You've earned a Merit for Respect."), non-verbally (making eye contact or other positive confirmation of behavior) or may be written (e.g., writing that a student has earned a Merit on an exceptional assignment).

ACE's RGP report and score system is another way that we help individual students build their confidence and invest in building the culture of optimism in our classrooms and schools.

Individual RPG Reports and Scores:

RPG Reports are printed out weekly and are used by students to complete a weekly reflection to be reviewed by the student's advisor. Each ACE school has its own advisory system and structures about how the weekly celebration occurs. The purpose of the reflection is for the student to better understand where they did well or need to improve, and to serve as a starting point for conversations between student and advisor as needed. Weekly, on Fridays, students with RPG Averages above 100 will earn a prize.

Merit Store:

Students can use the points in their individual RPG Bank to shop at the Merit Store. At the store they can buy school supplies, lanyards, books, snacks, school uniform items and gift certificates.

Classwide Incentives: RPG Class Challenge

The RPG Class Challenge is a whole class, school-wide positive incentive system. The system uses peermotivation and inter-class competition to encourage students to meet high expectations related to our school values.

It is vital that class scores are issued consistently from teacher to teacher and that we value class scores in a similar manner. Classes can earn up to 3 points during a class, one for each of the 3 core values. However, a class score this high should be very difficult to attain.

The checklist below summarizes the behaviors that must be demonstrated by students in order to earn an "R," "P" or "G" point for their class.

To reward a point in a category, 80-100% of the students in the class will have met at least 3 of the 5 key indicators in the category. For example, for a class to earn an "R" at the end of the class period, at least 80% of the students will have exemplified at least 3 of the 5 indicators in the Respect category.

Respect

- 100% of students are compliant with dress code
- Students show respect by encouraging each other
- When students disagree, they do so respectfully
- Students respect all school property and personal property
- Students speak and listen respectfully to teacher and peers at all times

- Students recognize and celebrate each other's accomplishments
- Students stand up for what is right and/or for others in the class
- Students demonstrate that they have studied or prepared for the day's lesson
- Classroom is clean and free of debris, with students picking up trash voluntarily
- Students demonstrate organization and neatness with their materials throughout class

Ganas

- Students actively participate and take risks
- Students talk and write in complete sentences
- Students demonstrate problem solving skills during class
- Students overcome obstacles appropriately throughout class
- Students exceed academic and/or behavior expectations during class

In-Class Scoring

At the end of each class period, before issuing the class score, the teacher should reflect on the extent to which students demonstrated each of the RPG values. To earn either an "R," "P" or "G," between 80-100% of the students in the classroom must demonstrate at least 3 of the 5 key indicators in the category. More specifically:

- Throughout the class the teacher will positively encourage students to demonstrate the RPG values as appropriate. At the end of class, the teacher should gather the attention of students and issue the class score.
- For each class, teachers should determine the extent to which RPG values have been demonstrated over the course of a class, and evaluate what score the class has earned. In a given class, students can earn a point for each of the RPG values.
- It is imperative that the class score is issued quickly (max 2 minutes) so that classes end and begin on time. When issuing the class score:
 - State the score for the class.
 - Provide positive and critical feedback to the students related to the values.
 - If cases of exemplary Respect, Pride or Ganas occur during class, the teacher should comment briefly on these and issue the corresponding points.
 - Points for "R," "P" and "G" should only be issued if 80-100% of the class was compliant with at least 3 of the 5 indicators in each category. If there is any confusion over whether or not the class should get these RPG points, chances are, they should not. In this model, a class earning a score of "1" should be considered a strong class. Any classes that earn above a "2" should be considered an exemplary class. A "perfect" class score would be a "3."
- Teachers score the class using the RPG Class Challenge Google Doc. They should record the score in the appropriate place on the document.
- Teachers should ensure that issuing the class score is an efficient process that takes no more than 2 minutes. However, if a class has been especially challenging it would be appropriate to spend an extra minute providing constructive feedback to the students.

In rare cases, a class may have a student that demonstrates significant negative evidence
related to an RPG value (slamming a desk, cursing, play-fighting, real fighting, etc.) In these
cases, the teacher should deduct a point from the class score for only the value most closely
related to these incidents. In other words, a class should not be docked for multiple values for
a single incidence of significant misbehavior, unless they too buy into the misbehavior and thus
erode the classroom culture. Explanation and rational for awarding of points, and class wide
responsibility, should always be done.

Keeping Track

Middle School: The teacher will award RPG points on the RPG Class Google Doc at the end of every single class period, every day.

High School: Since High School students do not travel in cohorts, individual RPG incidents will grouped by their Homeroom classes. Progress will be tracked in Homeroom each morning, and Homeroom with the highest point total at the end of the week will earn a prize.

Homeroom Class Competition

Weekly: At the end of each week, the highest point-scoring Homeroom will earn a prize. Reminders

- A perfect day would have all classes receive 3 out of 3 points in every class, but this will take time. If we start out inflating scores to sell the program, students will value it less and lose motivation.
- Most importantly, remember to maintain high expectations. This will drive our students towards excellence and keep our Student Engagement system consistent.

Individual Negative Consequences: Redirections, Demerits, and Referrals

At ACE, teachers take seriously the idea of proactively managing their classrooms and engaging students to ensure that students choose to meet behavioral expectations all of the time. They understand that by praising students for making the right choices and by ensuring that students are always set up for success that many student misbehaviors can be avoided.

ACE teachers also recognize that attention to detail and fierce consistency with setting and maintaining behavioral expectations is integral to creating a positive school-wide and classroom culture. When adults in the building hold differing expectations or when consequences are implemented inconsistently that culture is eroded.

As such, it is imperative that every adult in the building completely buy into the school's system of positive and negative consequences. Regardless of intent or reason, if a student exhibits behavior worthy of a negative consequence, one must be consistently implemented.

At ACE, three primary consequences issued by teachers exist to provide students with feedback on their behavioral choices. These include Demerits, Level II Detentions, and Referrals to the Dean of Students' Office. The Behavior Intervention Ladder outlines when each of these consequences would be issued. Please note that students will earn a detention when they receive four (4) Demerits in an academic day, or for an egregious offense.

When issuing consequences, keep the following guiding principles in mind:

<u>Redirection</u>—A redirection should be provided in two specific instances.

• A redirection may be given to a class or group of students if a behavioral expectation was not clearly set or hen it is unclear to the teacher which specific student exhibited a misbehavior. Examples of this might include the following:

o During a class activity the teacher failed to provide the students with clear, WTD directions for how to participate appropriately during a game. As a result a group of students are shouting out the answers to a question in class. The teacher hears this and redirects students by saying, "Class, I will take answers from students who raise their hands." Unchecked students might assume the action is acceptable. However, assigning a consequence which is too severe (a Level II detention or referral) would confuse the child and not make the connection between their actions and the consequence.

o A teacher is in a class and hears a low murmur. The teacher stops instruction and uses wait time to show displeasure with the unacceptable nature of the behavior. Teachers should be especially wary of negative narration (in this instance "That better not be murmuring I hear, otherwise someone is going to get a Demerit") as best practice informs us that such ambiguity without source-specific consequence leads to an exacerbation of the problem.

• The other instance in which a redirection would be appropriate is when the teacher notices general slippage related to posture or tracking. If a student (or group of students) exhibits slight slippage the teacher may proactively issue a redirection to prevent more severe issues with tracking and posture. The teacher would say, "Posture Check!" This will serve as a redirection to the entire class. Another example of this might be that a teacher observes a student with posture that is perceived as being disengaged. The teacher may silently redirect that one student. If the student's posture is not corrected, then he or she will be issued a Demerit.

ACE will not tolerate disruption of academic time. To this end, we have increased consistency and clarity of expectations. We have clearly defined positive and negative consequences. We designed ways to increase student investment and family involvement. There are times, however, when the sanctity of the classroom and learning environment must be preserved, and with this sense of urgency in mind, we have designed a list of Behavioral Consequences that, when appropriately and effectively used, will increase the level of rigor and joy to help us all achieve our mission.

These aforementioned consequences at ACE are as follows:

Level I Infractions—Level one infractions, or "Demerits," should be the most commonly issued negative consequence which students receive.

- A Demerit is a non-personal, non-threatening reminder, issued by the teacher, so that a student can quickly correct their behavior and get on the right track. Demerits in and of themselves are not consequences (as students must earn 4 Demerits a day to be placed in detention for that day) but they should be taken seriously by both teachers and students.
- Demerits are issued in a verbal or nonverbal form, and in a public or private manner. Teachers should not "give" Demerits to students but rather tell students when they have "earned" Demerits.
- Many times, it's also best practice to offer students a way to fix their behavior after the Demerit is issued. For a current list of Level I infractions, please consult the Behavior Intervention Ladder.

Cultural Norms: Timely Tracking of Merits and Demerits

In order to carry out this system successfully, we cannot lose track of any Merit or Demerit. When a staff member issues a Demerit or Merit, s/he should record it into the Kickboard system. Teachers are advised to avoid allowing students from recording or entering Merits or Demerits as this can be seen as shifting the authority away from the teacher and could have a potentially negative impact on class culture and intrapersonal relationships.

The nature of the same-day detention procedure necessitates teachers entering Demerits, as earned, as soon as is reasonably and instructionally possible to ensure detention can be served as earned. This information will be incorporated into the creation of detention lists, phone calls (for High School's after school detention), and parental accountability. Additionally, teachers are encouraged to enter all Merits prior to leaving campus at the conclusion of each academic day for Individual RPG Report accuracy (printed either Thursday or Friday, depending on the school).

<u>Level II Infractions</u>—Level II infractions are any form of low level disrespect towards another student or adult.

When a student commits a Level II infraction, they are to be noted in the Kickboard system and receive an Automatic Detention. Please be as specific as possible in the "note" section, so Dean of Students (DOS) may proceed. The student is to remain in class. The DOS will monitor the system while making rounds and will call students out for individual conversations and consequences as necessary. For a current list of Level II infractions, please consult the Behavior Intervention Ladder.

Cultural Norms: Detention Logistics

On Mondays-Fridays, detention is served afterschool between 4:00-4:30pm (High School) or during lunch (Middle Schools), the day the detention is earned. For Middle Schools, if detention is earned after lunch, students will serve detention the following day.

<u>Student Notification (High School)</u>: If a student is required to stay for detention, he/she will be notified by his/her Homeroom teacher during Tutorial. At 4:00pm, when school ends, Tutorial teacher will walk students over to Detention Room.

<u>Family Notification (High School)</u>: The school will contact the family via a One Call by 2:30 pm on the day the detention is to be served. If a student receives a Level II referral after the One Call is made (during 6th period), or receives 4 Demerits after the One Call is made, teacher must send student to the DOS office to contact their family.

<u>Level III Infractions</u>—At ACE, learning time is sacred. All staff members must consistently communicate to students that staying in class, being actively engaged, and learning are vital elements to ensure they have a successful future.

In keeping with this, any serious disruptions to class will result in a student being referred to the Dean of Students' Office, and categorized as a Level III infraction. Any incidents of disregard or

disrespect towards an adult or student, including but not limited to infractions committed during instructional time, earn a Referral.

When a student commits a Level III infraction, they are to be noted in the Kickboard system and immediately sent out with a pass to the Dean of Students' Office. Please be as specific as possible in the "note" section, so Dean of Students (DOS) may proceed. Consult the Behavior Intervention Ladder for more specific information regarding Level III infractions.

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<u>Level IV Infractions</u>—A Level IV Infraction is any incident that is considered as an example of Gross Disregard and Disrespect.

All students who commit infractions of a serious nature should be immediately referred to the Dean of Students' Office using the same process outlined in Level III. All students who commit violations of our Code of Conduct on a Level IV Infraction will be asked to leave school grounds with a parent/guardian and will return the following day to attend a day of In School Suspension (ISS). Upon their scheduled return to ACE, a parent meeting may be required at the discretion of ACE personnel. The remittance of offending student to the general school community is contingent

upon their ability to meet all expectations while in In School Suspension (ISS). Please consult the Behavior Intervention Ladder for more specific information regarding Level IV infractions

In School Suspension (ISS):

In School Suspension (ISS) is a means of administrating and fostering greater accountability in our students. It takes the form of what would have once been Out of School Suspension and, instead of removing the student from school and hoping that their actions will change, seeks to remediate and influence a positive behavior shift through a series of intensive reflections. This, in turn, will allow the student to meditate on the impact of their choices, receive greater counseling support, and fostering personal change; all while being held accountable and not falling significantly behind in their academics.

Level V Infractions—A Level V infraction is an action of Offensive, Immoral or Insensitive nature.

All students who commit infractions of a serious nature should be immediately referred to the Dean of Students' Office using the same process outlined in Level III. All students who commit violations of our Code of Conduct on a Level V Infraction will be asked to leave school grounds and will serve at least one day of Out of School Suspension. Upon their scheduled return to ACE, a parent meeting is required with ACE personnel. Upon successful remittance, the student will spend the returning day in In School Suspension (ISS). Furthermore, the remittance of offending student to the general school community is contingent upon their ability to meet all expectations while in In School Suspension (ISS). Please consult the Behavior Intervention Ladder for more specific information regarding Level V infractions.

Level VI Infractions — A Level VI Infraction is an action of Illegal or Illicit Nature.

All students who commit infractions of a serious nature should be immediately referred to the Dean of Students' Office, and may or may not be referred to Child and Protective Services, the San Jose Police Department, or an additional regulatory agency. All students who commit violations of our Code of Conduct on a Level VI Infraction will be asked to leave school grounds immediately. Student and their parent or guardian will be required to attend an expulsion hearing regarding the nature of their crime and ability to successfully and safely return to the ACE campus. In the case that expulsion papers are given, student is not to return to ACE grounds under any circumstance and may face legal ramifications if said policy is violated. In the cases of successful remittance, the student will spend at least one returning day at In School Suspension (ISS). Furthermore, the remittance of offending student to the general school community is contingent upon their ability to meet all expectations while in In School Suspension. Please consult the Behavior Intervention Ladder for more specific information regarding Level VI infractions

<u>Level I-VI Infractions for Special Education</u>— Appropriate adjustments have been made and will continue to be made on a case-by-case basis regarding students who receive documented support services. These adjustments are as follows:

- Demerits and Merits will follow the same stipulations set aside for all other ACE students.
- Level II infractions and the accompanying detention for IEP designees will be served the day of the offense. For more information, please consult the Dean of Students.
- Level III and level IV infractions are based and adjusted on a sliding scale that is solely dependent on students identified accommodations and IEP designation. For more information, please consult the Dean of Students.
- Level V and VI infractions will be adjusted in accordance with California State laws and will follow the same stipulations set aside for all other ACE students.

Specific Information Regarding Bullying:

ACE Charter Schools have a Zero "0" Tolerance policy for acts constituted as bullying under CA state law.

Offenders will receive just and appropriate consequences as outlined in ACE Charter School's Behavior Intervention Ladder. Please see Levels IV-VI for more details involving consequences per bullying offense. We are committed to providing an academic environment that is safe, respectful, fun, and inclusive of all individuals, regardless of: ethnicity, race, faith, gender, sexual orientation, or physical and mental capacity.

Implementing the Student Engagement System: The Art of the Consequence

As stated previously, the student engagement system is a tool that teachers use to help them build a culture of optimism. Confidence catalysts, however, always remember that it takes immense skill to implement such a system in a way that develops and strengthens the school's culture instead of harming it. These teachers have mastered the skill of giving merits, demerits, redirections, and other infractions in a manner that allows them to retain positive relationships with their students. In this section we will provide a combined overview of effective practices to deliver consequences. THe following information is a combination of the *Teach Like a Champion* strategy "Art of the Consequence" as well as a similar body of work around implementing effective consequences that has been created by MATCH Teacher Residency, an exceptional teacher training program located in Boston, MA.

100%, Technique 55, Art of the Consequence (pp. 406-412)

Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent, and depersonalized. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game.

Technique Overview:

Lemov reminds us that consequences can be tricky. While consequences are intended to provide students with a reminder of how they are exceeding expectations (merits) or reminders to get back on track (demerits) if they aren't implemented in the appropriate manner they can ruin trust between a teacher and student and can degrade the culture of the classroom and school.

Lemov provides us with 4 principles of giving effective consequences:

	Overview	Instead of	Try
Quick	Provide a consequence to students right away as it is earned. Providing a consequence quickly allows for the teacher to help shape student behavior instead of only being a consequence.	"Gentlemen, please see me after school today."	"Gentlemen, I need you to enter the classroom walking, not running. Please enter again, the right way."
Incremental	Doug McCurry, the co-founder of Achievement First (an incredibly high performing charter organization on the East Coast) reminds us to "save our nuclear bombs for nuclear moments." He advises that you develop a system of consequences that build on one another in severity in logical manner. If teachers use severe consequences for minor misbehaviors, teachers will often hesitate to implement the consequence or will implement and harm the trust the teacher has with the student. The SES system at ACE is designed with this in mind. Demerits along have little meaningful repercussions for studentsas such, teachers should feel confident using them frequently to help students get back on track.	Issuing a detention or suspension when a student shouts out in class	Utilizing a system where a student needs to earn multiple demerits before earning a detention
Consistent	Consistency brings predictability. Negative behaviors are diminished dramatically when a student knows that they will receive a consequence for that behavior 100% of the time. This concept is knows as celerity and it's a powerful lever in behavior modification.	Issuing demerits to students after they have already misbehaved multiple times and have pushed your buttons	Issue the demerits early and with consistencyat the first sign they have been earned
Depersonalized	When a student does something to earn a consequence, judge the action not the person. Avoid overly public displays of praise or correction.	Yelling to the whole class, "Jesse, you are so disorganized to forget your book.	Approach Jesse, whisper in her ear, "I know you'll remember your

	That's a demerit."	book next time. Go grab it from the shelf while I record your demerit."
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The Lemov principles provide teachers with a good framework to use when thinking about how and when they should deliver consequences. The team at the MATCH Teacher Residency provides us with a technical framework that effective teachers can use to ensure that the deliver of consequences (both positive and corrective) are done in a way that builds the class culture of optimism.

When issuing consequences, master the following technical skills:

S	Square Up	Face the student and make eye contact.
F	Firm	Speak with calm certainty.
E	Economic.	Say the least words necessary.
N	Neutral	No emotional charge in tone or face.

What it Looks Llke in Action:

- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 65)
- <u>http://my.teachlikeachampion.com/book/18</u> (Clip 66)

Celebrate Growth, Risk Taking, and Achievement

The Student Engagement System at ACE is designed as a vital structure to help build our culture of optimism at ACE. Within the SES are structures that allow schools to celebrate student growth, risk taking and achievement. Namely, these are the merit system, the RPG reflection and class challenge, and the RPG score and report.

In addition to these structures all ACE schools must proactively plan to provide students to participate in celebrations at school. Some of these opportunities for celebration are tied to student growth, risk taking, and achievement and others are tied to ACE school values. It's also important that schools also carve out time for fun that has nothing to do with academic growth and achievement. We must always remember that our students are kids and that kids like to have fun. We owe it to them to cultivate a school environment that fosters fun and good times for all of our students.

Each ACE school will develop a year-long culture calendar that will be used to track school-wide joy events over the course of the year. Schools should consider the following suggestions as they create their culture calendar:

Culture Calendar Suggestions:

- Aim to have at least 4-8 structured joy events a month. These can be small or routine joy events (launch and advisory class, school picture day, etc.) but should also include at least a few joy events that are not part of the regular school calendar.
- School leaders should develop their calendars in collaboration with their leadership teams and teachers. Having their voice in the development will build investment and will allow other members of the school community to participate in running joy events.
- Schools should consider using the framework in the table below to ensure that a variety of joy events are held. This ensures that all students at the school (regardless of their relative areas of strength and struggle) are provided with opportunities to participate in joy events.
- One the calendar of activities is established, it's best practice to build in a place on the calendar to tag who will lead the event (from design to execution). This will allows for joy events to be held consistently over the year and will prevent any one staff member from being overly burdened with coordinating events.
- Many (but not all) joy events should have some relation to school values and should provide an opportunity for students to reflect on that connection.
- Encourage staff to plan most events in a simple and affordable manner. One or two big events a year is great, but others should be events that can be planned easily given the hectic schedule of a busy school year.

Types of Joy Events

Туре	Rationale	Examples
Earned, Expected	Because you do the things we value.	 After each report card, students on honor roll or with most improvement get a pizza party. At the end of each week, students with an ASPIRE score of 90 or above get a golden bracelet At the end of each week, students with an ASPIRE score of over 70 earn Enrichment (those who don't attend Friday extension) Each afternoon, the classroom that earned the most ASPIRE points in class get a shout out during afternoon announcements. Each week, highest scoring class earns 15 minutes extra of recess in the gym.
Earned, Unexpected	Because you do the things we value, even when no one is looking	 Surprise meet and greet for 7th grade students who showed the most improvement on an interim assessment Surprise lunch with principal for students who unexpectedly showed leadership during a school emergency Tickets to baseball game for 2 students who showed the school values in an incredible way outside of school
Unearned, Expected	Because school should be fun	 School picture day Academic field trips once a quarter Annual family potluck Annual school dance
Unearned, Unexpected	Just because	 Surprise ice cream treat for everyone on a Friday afternoon Free, fancy pencils for all students on a Tuesday Extended recess at the park (surprise)

Sample Monthly Culture Calendar

February—Perseverance Setting and Achieving Our Goals, Even When it Is Difficult						
Su	М	Tu	W	Th	F	Sa
						1
2	3	4 *6 th Grade Community Circle	5 *7 th Grade Community Circle	6 *8 th Grade Community Circle	7 ASPIRE Lesson lead by LT; ASPIRE Block Enrichment/ Extension	8
9	10 Munchkin Monday Unearned and Expected	11	12	13 **Grade Level Meet & Greet in the gym Unearned and Unexpected	14 ASPIRE Lesson lead by LT; ASPIRE Block Enrichment/ Extension	15
16	17	18 Ice Pops Earned and Unexpected	19	20	21 ASPIRE Lesson Lead by LT; ASPIRE Block Enrichment/ Extension	22

23	24	25	26	27	28	29
				***Persever	ASPIRE	
				ance Party.	Lesson Lead	
				Earned and	by LT;	
				Expected	ASPIRE	
					Block	
					Enrichment/	
					Extension	
30						

**Students will participate in a host of ice breaker games in the gymnasium that require them to interact with new students and reconnect with old friends.

***Perseverance Party: students with the highest Perseverance merits will get a chance to attend a super sophisticated soiree in the gymnasium. Hor dourves will be served by butlers (the teachers will dress up as butlers).

College Ready Confidence at ACE Charter Schools

At ACE Charter Schools, we believe that all students can achieve at high levels. We also believe that high achievement is a fundamental right as a student, and that achievement is critical on the road to college and future success. We know that it is our primary responsibility to ensure that our students have the skills, knowledge, and understanding necessary to succeed on the path to college and achieve their full potential. In order to fulfill our mission, we must set big goals and hold ourselves accountable for these goals.

College Ready Confidence and the ACE Cascade

First, we commit to delivering rigorous curriculum. Second, we ensure students grow rapidly. And thirdly, students will achieve proficiency. These goals are outlined in more detail by the Cascade (below), and set the network's goals around overall growth and achievement.

STRATEGY 2: Build Students' College-Ready Confidence

ACE's academic program provides students with the tools to acquire the knowledge and skills necessary to confidently choose and complete a four-year college.

Objectives	Specific Metrics
Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.	 Each school demonstrates proficiency on College-Ready Confidence instructional rubric by year- end
Previously low-achieving students make expected rapid academic growth	 85% of students and subgroups achieve 1.5 years growth on NWEA math and reading [MS] 85% of students and subgroups meet growth target on ACT [HS]
Students prepare for college by attaining proficiency in challenging, standards-based course work	 % Proficient for Year 3 and Year 4 students on CCSS-based assessments equal to average % Proficient for non-low SES students in CA (MS) % Proficient for Year 2 students on CCSS-based assessments equal to average 75% of % Proficient for non-low SES students in CA (MS) % Proficient for Year 1 students on CCSS-based assessments equal to average 50% of % Proficient for non-low SES students in CA (MS) 90% of high school students eligible for UC/CSU or on track 30% of Year 1 students score proficient or high (Level 3 proficient) or move up one level on 4- point writing rubric. 50% of Year 2 students score proficient or high (Level 3 proficient) or move up one level on 4- point writing rubric. 75% of students in Years 3 and beyond score proficient or high (Level 3 proficient) or move up one level on 4-point writing rubric.

Our goals related to academic achievement encompass both absolute and relative measures. It is vital that our students progress rapidly towards proficiency in core content areas. It is equally as important that each individual student is dramatically improving her/his skills regardless of where her/his skills are when s/he joins the ACE family.

Teachers and school leaders at ACE must master the skills and habits required to ensure that we deliver to our students a world-class education. As the ACE teacher competencies outline, fundamental skills to

doing this are around planning curriculum, delivering instruction, and managing the classroom. In this section of the playbook we will outline ACE's approach to two of these key competencies: planning curriculum and delivering instruction.

Plan Curriculum

Philosophy of Planning

At ACE, we believe that quality instruction can only happen if we plan intentionally. Teachers spend a significant amount of their time ensuring that their lessons are aligned to Common Core State Standards (CCSS) or the Next Generation Science Standards (NGSS), that they are engaging and that they lead students to significant academic results. Teachers know that their own content knowledge is a vital aspect of being an effective instructor, so part of their planning involves learning the content itself (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.

Long Term Plans. One underlying philosophy of planning at ACE is "backwards design", or beginning the lesson design process by clearly identifying what students will know, understand, or be able to do at the end of a year or sequence of activities. In order to achieve the growth and achievement goals for students to be college ready confident, every teacher plans backwards from the Common Core State Standards and Next Generation Science Standards in middle school, and the CCSS/NGSS and the ACT in high school to ensure that all students have the opportunity to master all the standards in their grade level in a single year. Teachers deeply understand the standards, and create long term plans (LTPs) which in turn inform what will be taught in each data cycle, each unit, each weekly overview, and each daily lesson. Students and teachers are motivated by the goals set forth for the end of the year, and understand that every activity and every day leads students closer and closer to achieving this goal.

Objectives. In the same way that the large goal motivates teachers and students to achieve success, all effective lessons must be designed with a specific objective in mind. Objective-driven lesson design takes time. Teachers must understand the immediate goals in a course and see the long-term development of understanding in later units to better know how to connect information together and effectively prioritize and pace instruction. Lesson objectives are written using the 4M method and are written using an appropriate Webb's Depth of Knowledge verb.

Curriculum Support. ACE has provided support by adopting the Engage NY curriculum from Eureka in middle school math, and the Write Tools in writing to support the development of high quality curriculum materials and instructional practices. Although teachers will need to adjust these lessons during the year, the curricula will allow teachers to spend more time planning high-impact lessons and less time thinking about what to teach and in what order. For other subjects such as science, ELA and

the arts, teachers will need to follow these steps without a curriculum to ensure that the curriculum they are writing or choosing is aligned and cohesive.

The section below outlines best practices, guidelines, and expectations for curriculum development and adaptation at ACE.

Long Term Plans

All teachers at ACE are expected to create long term plans that reflect deep understanding of the standards taught within a particular timeframe, and include all the daily objectives on a calendar in order to ensure appropriate pacing. The long term plan should include the knowledge, skills, and understandings that students will need to be successful in their subject area for each data cycle (approximately every 5-6 weeks), and the objectives that will lead to this learning. For ELA and math in the middle schools, these long term plans will be aligned to the Achievement Network's Schedule of Assessed Standards (SAS), and will provide more detail in the form of specific objectives taught each day, as well as days for review and reteaching. These long term plans are tightly aligned to the Common Core standards as well as, for ELA and math, common interim assessments. These LTPs are critical for teachers to understand the full scope of content throughout the year in order to help students make connections, and to stay on pace towards teaching all the content by the end of the year.

In 2015-2016 in the middle schools, these long term plans will be created in four pieces, one piece for each cycle aligned to the ANet cycles, and based on the Schedule of Assessed Standards (SAS). Each of these four pieces will be called ANet Cycle Overviews, or simply, Cycle Overviews. They will be created during professional development, and this time will be held sacred to complete the larger long term plan for the year. Throughout the year, all teachers are expected to submit Cycle Overviews, and math teachers are expected to submit "Part A" of their planning protocol at the end of each PD day, roughly 3-4 weeks before the new ANet cycle. See the appendix for an example template of a long term plan.

Weekly Overviews

Weekly overviews provide the connection between the long term plan and the daily lesson. Before creating the Weekly Overview, master teachers consider the standards, the prerequisite skills needed to master the standards, where students will struggle, the highest leverage activities that will lead to mastery of the standards, and how to ensure the objectives build off of each other throughout the week. The weekly overview itself includes standards addressed, objectives, the key points that all students will come away with from each lesson, materials needed, how to increase the cognitive load, an outline of the lesson, and reminders to the teacher about accommodations for students with disabilities. Teachers are expected to create weekly overviews two weeks before they teach the lesson so that they have adequate time to create or modify materials by the following week, as well as provide their manager time to review the set of lessons before teachers begin planning them in order to check for alignment and rigor.

Teachers are expected to upload draft weekly overviews to Google Drive at least two weeks prior to teaching the first day's lesson. Math teachers are expected to complete Part B of their planning protocol 2 weeks in advance of teaching.

These weekly overviews will be reviewed by instructional leaders every week to assess completeness, alignment and rigor. Instructional leaders will add comments within 48 hours, and send a quick email to the teacher stating the comments are complete.

Lesson Plans or Materials

Teachers are expected to create the lesson materials (and in some cases, lesson plans) for their students at least one week in advance of teaching. These materials should be as finalized as possible, so leaders or content leads can provide in-depth feedback on clarity and quality of materials, alignment to the weekly overviews, and opportunities for students to take on the cognitive load of the lesson so that these lessons can be revised before teaching. In some cases, teachers could be paired up with other teachers who would offer them feedback on their materials. If there are significant aspects of the lesson that are not represented in the materials, teachers should put these in comments in the materials.

In many schools, teachers have to create lesson plans that are used mostly by the administrator to hold teachers accountable. However, teachers often find this practice redundant and not useful for their own practice. At ACE, we feel that teachers should spend their time on tasks that directly affect student achievement. Therefore, teachers are encouraged to create the materials with a lesson plan in mind, including questions or answers in the comments section that will help them deliver the highest quality instruction, as opposed to creating lesson plans.

Conditions for Success

In order for teachers to successfully teach rigorous lessons so that students can meet the goals on our Cascade, leaders need to ensure that teachers have the necessary time, support, and accountability to ensure success. This support must be consistent to ensure that teachers feel that leaders have prioritized their curriculum planning above most other initiatives. First, leaders must protect teacher's time to plan by making their collaborative or independent curriculum planning time sacred. Leaders should only interrupt this planning time if a matter is a true emergency. Planning is always the top priority in order to ensure effective teaching.

The second support that leaders should provide to teachers is consistent accountability. Teachers need to know that every teacher is being held to the same deadline, and that their hard work is being checked and monitored. Deadlines must be the same each week, and provide special education teachers with the necessary time to make adjustments if necessary. Leaders are encouraged to follow up on every deadline that is missed, and to track when teachers have missed a deadline, so that if there is a pattern that emerges, the leader can work with the teacher to make changes so that the deadline is not missed again.

The final support that leaders must provide is feedback in a timely manner. It is important that leaders who are managing the teacher is the one providing the feedback, and that the feedback is returned at a time that the teachers can implement the feedback so it makes a difference in their classrooms. Additionally, leaders should ensure that they are giving the appropriate level of detail at the appropriate time. For example, if a teacher turns in a long-term plan, the leader should be providing feedback on alignment and pacing, as opposed to cognitive load. However, when the teacher is working on lesson

delivery, the leader should provide feedback on ratio and questioning, knowing that the pacing is appropriate.

Guiding Principles for deadlines:

- Deadlines provide ample time for teachers to do both long term planning and short term planning.
- Deadlines provide ample time for leaders and colleagues to offer feedback so that it can be implemented in a timely manner.
- In general, leaders are given 48 hours to provide feedback, and teachers are given 48 hours to implement feedback.
- Teachers have ability to make real-time changes, if necessary.

Deadlines and Feedback					
Purpose	Time needed; deadline recommendation	Teacher Responsibilities Purposefully Plan	Leader Responsibilities Support and Accountability		
Cycle Overview (roughly 5-6 weeks of instruction, aligned to ANet in MS)	4 hours; 3 weeks in advance of teaching (first cycle completed in the summer time)	PD Day – 4 hours - in collaboration with other teachers, submitted EOD to server for math lead and/or manager to check.	4 hours of time kept sacred; collaboration and support during creation of Part A.		
Weekly Overview	1.5-2 hours every week; 2 weeks in advance of teaching.	Common Planning Time – 1.5 hours for 3-5 lessons/wk Includes standards, objectives, key points, high level activities, target exit ticket.	 1.5 hours/ week of time kept sacred; written feedback within 48 hours – 10-15 minutes per teacher; look for alignment to standards (rigor), clear objectives and key points. 		
Creating Lesson Materials	30 minutes per class; 1 week before teaching and uploaded to server.	During prep-time, teacher creates or modifies materials. Materials are "game ready."	Written feedback within 48 hours – 30-40 min per teacher; look for clarity of lesson and high cognitive load.		
Annotating the Materials before Teaching	15-20 min/day.	Teachers complete the day before the lesson is taught in order to create answer key, prepare the right teacher	Leader observes lesson and provides feedback. When asked, the teacher can		

Recommended Timelines for Deadlines and Feedback

l student materials.		•	provide the annotated lesson materials.
			moves and questions based on the lesson plan and the student materials.

Sample Planning Calendar

Here is a sample 3-week cycle for August, 2015. Key: Teacher deadline; leader deadline

Inty PD.	Cycle 1 Due	Leader provides 4 hours to complete
July I D.	cycic i Duc,	Ledder provides 4 hours to complete

Monday	Tuesday	Wednesday	Thursday	Friday
August 3 Weekly Overview Due to Math Leader for Week of 8/17 (on google drive)	4	5 5 p.m. Leader provides feedback on Weekly Overview for 8/17 (15 min each teacher)	6	7 <mark>5 p.m. Lesson</mark> Materials due for Week of 8/17
10 Weekly Overview due for week of 8/24	11 Leader provides feedback on Lesson Materials for 8/17 (30 min per teacher)	12 5 p.m. Leader provides feedback on Weekly Overview for 8/24 (15 min each teacher)	13	14 Teacher annotates lessons for Monday. 5 p.m. Lesson Materials due for Week of 8/24
17 First Day of School Weekly Overview due for week of 8/31 Teacher annotates lesson for Tuesday	18 Teacher annotates lessons for Wednesday Leader provides feedback on Lesson Materials for 8/24	19 Teacher annotates lessons for Thursday 5 p.m. Leader provides feedback on Weekly Overview for 9/1 (15 min each teacher)	20 Teacher annotates lessons for Friday	21 Teacher annotates lessons for Monday 5 p.m. Lesson Materials due for Week of 8/31
24 Etc	25	26	27	28

31 Cycle 1 Due	Sept 1	2	3	4
for Sept 21				

Lesson Structure Formats

Superior teaching begins with thoughtful planning and preparation. Careful planning also minimizes classroom behavior problems and inefficiencies. ACE teachers structure their lessons in such a way that all students are constantly involved, the pace is rapid, and expectations are high.

Due to the cognitive demands of the Common Core State Standards, many teachers and schools are finding that the I-We-You way of teaching (also known as Direct Instruction) does not always prepare students to master the standards. Therefore, multiple structures are required for teaching, most often dictated by the standards themselves. The following descriptions outline some different structures for teaching.

Direct Instruction is used most effectively when material is skill or procedural-based. Our DI lessons follow the "I do, You do, We do" model, and are explicit in nature. The teacher tells or models exactly what the student needs to do to master the skill by the end, leaving little up for inquiry. This structure can be used to close major skill gaps and can be coupled with other class structures, if necessary. DI remains an effective instructional structure and by no means should be abandoned. A detailed description of each component of a typical Direct Instruction lesson can be found in the Appendix.

The Common Core necessitates a dramatic shift in the way that we teach all content areas. New structures, such as the Inquiry-Based Lessons, application lessons, and text-based lessons in ELA will be explored throughout the year. A sample Problem-Solving based lesson is included in the math vision section of this playbook. While these structures differ in the way new information is presented, all lessons should retain core research-based components such as a Do Now, Independent Practice, and assessment or product. See the next section of the playbook for more details about the key components of a lesson.

Curriculum Sharing

Sharing curriculum is critical for the success and sustainability of every course. Instead of a 5th grade science teacher thinking she is the only one teaching 5th grade science, she can instead think of herself as part of a network of science teachers who can share ideas, give each other feedback, and "beg, borrow and steal" resources.

ACE teachers are encouraged to share as much as possible on Google Drive, labeled in a consistent manner, so that all teachers can benefit. Within each course folder it is expected that teachers maintain

all curriculum-related materials that would be helpful to other teachers in the network. Teachers will save their files within the appropriate unit folders (Eg: 6th_Math) in the following format: date_title_of_materials_teacher initials_version# (if necessary). For example, 110905_Whole_Number_Place_Value_EG. It is best practice to put all materials (Do Now, classwork, exit ticket, and homework) in the same document. Additionally, some content teams choose to number their lessons; this too is acceptable as long as the naming convention meets all other requirements. For example, 110905_CW102_Whole_Number_Place_Value_EG.

Deliver Instruction

Philosophy of Instruction

The qualities of ACE's school culture, rigor and optimism, should be evident in every interaction between faculty, leaders, and students. Although school-wide activities such as assemblies and our Student Engagement System serve to reinforce these qualities and the values at their foundation, a school's culture is created and maintained through the daily lessons delivered in classrooms. During staff orientation and PD sessions delivered throughout the year, teachers will learn strategies and gain understanding which will help them deliver high-impact lessons in a way that supports the school's culture. Below are descriptions for ACE's vision for how these cultural qualities manifest themselves in instruction.

Rigor

At ACE, one of the core development goals of all of our teachers is to constantly strive to make lessons more appropriately challenging for our 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, 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.

One core component of rigorous instruction at ACE is 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." At ACE, we are constantly working to find ways to increase the rigor of a classroom by increasing the cognitive load that students carry in a lesson, also known as ratio. For example, while a teacher might ask a rigorous question to one student, the teacher could increase the ratio 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.

Optimism

At ACE, we believe that optimism comes from learning at high levels and accomplishing challenging academic goals. We define optimism as excitement for learning and the pride a student feels when being appropriately challenged.

Additionally, it's critical that teachers provide a variety of instructional strategies that encourage students to take risks. Teachers should normalize error in their classes by building a culture in which all students benefit from mistakes, and both successes and failures are celebrated. For example, some

teachers may choose to use a "show call" (putting student work on the doc arm) for a student whose work shows excellent effort and thinking, and that also highlights a common misconception. The teacher may have students discuss what is both positive and negative about the work, and discuss why his or her answer could be corrected. All students see the benefit of learning from others' thinking.

Teachers implement lessons that foster a sense of enthusiasm in students that is evident in the quality of their work and their eagerness to participate. While teachers utilize the reward system on a regular basis, they also 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.

At ACE, we will constantly be looking for ways to increase student engagement and enthusiasm in a class. We will develop strategies for increasing student buy-in to our mission, goals, classes, homework, and for being part of our community. 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.

Key Components of a Lesson

In addition to being rigorous and optimistic, every lesson has the following common components that are based on best-practices, and lead to high levels of engagement and achievement:

Lesson Structure, Technique 20: Do Now (pp. 161-163)

Use a short warm-up activity that students can complete without instruction or direction from you to start class every day. This lets the learning start even before you begin teaching.

Technique Overview:

The lesson begins with a quick (<5 min), rigorous Do Now activity that is aligned with the day's objective (or the previous day's objective) and will yield actionable data the teacher can use to modify the day's instruction and/or personalize learning for students. Another primary purpose of the Do Now is to ensure that all students are working from the very beginning of the class, and it sets the tone for a productive class.

Below are additional details about this high-leverage technique:

- Format
 - The Do Now should be in the same place and in a similar format every day so it is predictable.

- The Do Now should be a completely independent activity that students can do without directions from the teacher or conversation with their peers. The Do Now should start with a "slam dunk" so that all students can access the first problem of the day and feel successful. It should progress from easy to hard.
- The entire Do Now process should take about 8 minutes. It should take roughly 4 minutes to complete (roughly 4-6 questions or problems). Going over the Do Now should take no more than 4 minutes. This requires cutting students off even if they haven't all finished. Therefore, there should be enough problems for the fastest students to still be busy by the end of the 4 minutes.
- The Do Now should require putting pencil to paper. This ensures it's rigorous, engaging, and allows teachers to hold students accountable for their work.
- The Do Now should a) preview the day's lesson or b) review a recent lesson. The Do Now includes varying modes of questioning, including multiple choice, short answer, multiple select, or other activities.
- Data driven:
 - Teachers should demonstrate "the art of selective neglect" by gathering information as students work to determine which problems s/he should review. The teacher does not review all the problems in the Do Now, but simply says something like, "It looks like you all got #1 right. Nice work--it was "chemical reaction." Let's look for a minute at #2 where I saw us struggle." (see "Secret Life of a Do Now" on page 162 of Teach Like a Champion.)
 - A support teacher can pull a small group during the Do Now to preview the lesson's objective for the 8 minutes of the Do Now. This would be pre-arranged between the teachers, and be based on previous data from a quiz or an exit ticket.

Common Pitfalls of the Do Now:

• Teachers take far too long to review the Do Now, which leads to rushing the rest of the lesson, or loss of independent practice time. Teachers should not be afraid to cut off students at 4 minutes even if they have not finished, and use data to determine which problem or problems to go over. Teachers should never go over all the answers in a Do Now, as this would take far too much time.

How This Technique Cultivates College Ready Confidence:

The Do Now communicates to students that every moment of the class is important because preparing for college requires urgency. Additionally, the Do Now gives teachers valuable data for the day, ensuring that she spends her time on what students need to learn, wasting no time towards academic confidence.

What It Looks Like In Action:

- See "Secret Life of Do Now" on pg. 163 of TLAC
- Four sample Do Nows at <u>www.teachlikeachampion.com/yourlibrary</u>

Independent Practice

This segment drawn from *Teach Like a Champion* Lesson Structure, Technique 25: At Bats (pp. 188-190), and *Direct Instruction Guidelines*, developed by Jesse Robinson and Katy Buckland, that can be found in the appendix.

Because succeeding once or twice at a skill won't bring mastery, give your students lots and lots of practice mastering a skill.

Technique Overview:

According to Doug Lemov, the single factor that best predicts the quality of a surgeon is how many surgeries she has done. In every class, students must have many chances to practice a skill, apply new knowledge, or test out their understanding to ensure that the knowledge, skill, or understanding will "stick." Therefore, every lesson must have a significant chunk of time when students can practice.

Below are additional details about this high-leverage technique:

- Planning:
 - Ensure independent practice is built into your lesson, and that it is aligned to the objective without being a regurgitation of the problems or questions from the beginning of class.
 - Problems or questions are scaffolded from easy to hard.
 - Problems reinforce a student's understanding of each key point that was learned in the beginning of the class.
 - Questions, tasks, or problems include a variety of formats: read and analyze, short answer, fill in the blank, etc.
 - In some classes, such as math, independent practice might include an answer key in order to build student independence and ensure that students are practicing perfectly (at the beginning of the year, teachers should instruct students explicitly on how to use an answer key correctly).
 - Differentiation: Know which problems all students must master, and provide opportunities for some students to skip to these problems if they're ready and then have more rigorous problems available if they finish.
- In action:

- Students work alone (or occasionally in pairs or groups), and are mostly independent from the teacher. The teacher should go until the students can do the problems on their own.
- Before the teacher helps any student, he ensures that all students are working diligently with no distractions. Additionally, when a teacher helps a student, he positions himself so that he can see the rest of the students to monitor engagement.
- Praise-Prompt-Leave: The teacher, when circulating, should never spend too much time with one student. When the teacher sees that a student is struggling, she should find something the student has done well, then give the student a suggestion to improve (remember step 3, look at your notes, check your work) and then leave. This helps students with improving their independence.
- Mid-IP-check: Once all students are settled, the teacher circulates to monitor student work, and if she notices a trend in student misunderstanding, the teacher can gain student attention to have a short discussion, do a turn-and-talk, or clarify the misunderstanding herself.
- Differentiation: Teacher checks for understanding during previous parts of the lesson so that during IP, teachers pull students who most need help individually or in small groups. This should only be done if the culture of independent practice is strong and the rest of students will work on their own if they're not highly monitored.

How This Technique Cultivates a College Ready Confidence:

Students build their College Ready Confidence through practice in the same way that practicing any skill such as riding a bike or baking a cake leads to confidence. While whole group discussions and group work allow students to learn from others and collaborate, these structures can also allow some students to hide from being held accountable for their own learning. Independent Practice ensures that all students achieve the objective every day, because of the increased support for individual students who struggle, as well as accountability for all students to apply their learning on their own.

Key Content

This segment is drawn from *Teach Like a Champion* Lesson overview of I do/We do/You do (pp. 157-161), as well as learning from high performing schools and the Achievement Network since the adoption of the Common Core.

Having a solid and relatively predictable lesson structure can free up some of the cognitive capacity of your students to engage more deeply with the material you're teaching.

Technique Overview:

Content in the lesson is aligned to the objective and advances students toward mastery of grade level standards. Content taught is accurate, presented clearly and precisely, and instructional materials are high quality and demanding.

Below are additional details about this high-leverage technique:

There are multiple ways to teach the core content of a course, and teachers choose the appropriate lesson structure for the content that they are teaching. Here are a few options for lesson structures a teacher could teach:

• <u>Direct Instruction or "I do, We do, You do."</u> Direct instruction is best used when the teacher would like to teach a skill, and represents a gradual release from the teacher modeling, to students trying with immediate feedback, to students doing the skill on their own. Here is a brief table (p. 158) showing the progression, which is more like 5 steps instead of 3:

Step	Lesson Segment	Who's Doing?	Typical Statement
1	1	l do.	"The first step to adding fractions with unlike denominators is to make the denominators equal."
2	We	l do; you help.	"Ok, now let's try it. How did we say we were going to make our denominators equal, Martin?"
3	We	You do; l help.	"Ok, Camilla, you take us through this. What's the first thing I should do?"
4	You	You do	"Now that we've solved this example, try one on your own."
5	You	And do and do and do	"Great; we're starting to get this. There are five more in your packet. Take six minutes and see how many you can get exactly right. Go!"

Additionally, see the "Direct Instruction Guideline" in the appendix for a sample lesson.

- <u>Inquiry-Based Instruction</u> Often used in science classes but can work in other classes as well, an inquiry approach is one way to bring students to a new understanding through their own discovery. One structure for an inquiry approach is the 5E lesson: Engage, Explore, Explain, Expand, and Evaluate. Teachers must plan with misconceptions in mind when they are planning these lessons, being sure that the activities "debunk" students' misconceptions and by the end of the lesson all students are clear on the most important understandings of the objective. Please see "Sample 5E Lesson_Kauffman" in the appendix from a math class at the Kauffman School in Kansas City, Missouri.
- <u>Task-Based Lesson in Math</u>: Students should be provided with opportunities to solve novel problems, struggle through these problems, ask questions, discuss their approaches with other students, and ultimately learn a new approach or codify their own strategies for problem solving. In this structure, teachers are facilitating the discussion, and at times allowing misconceptions to linger, pushing students to discover the flaw in their thinking, and at times teachers are ensuring that all students get the key learning behind the lesson. See the Math Instructional Playbook for further details of how to structure this lesson.
- <u>Teaching Reading and Writing Together:</u> In ELA class, it is critical that writing and reading are taught in conjunction with each other. Students read texts in order to answer a question that they will respond to in their writing. Students read more texts to gather more evidence to answer their writing question. In the Appendix, UP Academy lays out a week's worth of instruction in teaching reading and writing together. See UP_Weeky_ELA_Lesson_Cycle.

Checks for Understanding

What you have taught is not always what students have learned. Find out what all students have learned and adjust your class based on this data.

Technique Overview:

Teacher executes planned CFUs in a way that yields effective data regarding student mastery of content. The teacher responds to CFU data to personalize learning or to make modifications to the lesson structure.

Below are additional details about this high-leverage technique:

- Cold Call
 - According to Doug Lemov (Technique 33, p. 249 262), Cold Calling is arguably the single most important technique to raise rigor, ratio, and expectations in a classroom. A teacher uses the Cold Call in order to Check for Understanding, Create a Culture of Engaged Accountability, increase pacing, and backstopping ratio (in other words, students put more effort in because they know they might be called on).
 - In order to make Cold Call effective, teachers:
 - Keep it predictable. Make it a habit.
 - Make cold call systematic. Students should know they are not getting singled out or picked on. One strategy for this is to use equity sticks (popsicle sticks with a student's name written on each one that the teacher pulls at random).
 - Keep it positive. Make sure it's not a gotcha. Also, prepare students for what to do if they don't have an answer. For example, "Say, 'I'm not sure', and then say, 'but,' and then give your best guess."
 - Unbundle your cold call. In other words, break down a difficult question into smaller questions, so that you can ask a large number of questions to a large number of students, and everyone is paying attention.
 - What It Looks Like In Action:
 - <u>http://my.teachlikeachampion.com/book/18</u> (Clip 28)
 - <u>http://my.teachlikeachampion.com/book/18</u> (Clip 32)
 - http://my.teachlikeachampion.com/book/18 (Clip 33)
 - http://my.teachlikeachampion.com/book/18 (Clip 34)
- Show Call (See the Math Instructional Playbook)
- 100% CFU: Teachers ask the entire class a question and require that all students answer. The 100% CFU is to a get a whole-class gauge of who understands the concept, and who is struggling. It can also be used to build momentum, as the teacher can immediately follow up

with a cold call and knows that everyone has had a chance to think about the answer. Here are some possible 100% CFUs:

- White boards. Especially in math, white boards can be used to not only see student answers, but also to see the process they took to get there. If there is a clear procedure for holding up the white boards all at once, there is less likelihood that some students will copy others' work.
- Agree/disagree with thumbs up/thumbs down. This is a great way to build investment in a discussion. A teacher asks a question, and cold calls on one student to answer. The other students listen intently, and then either agree with this student or disagree. Now the teacher has the makings of a rich discussion because she knows some students agree and others don't.
- "Show me with your fingers." This is a great and easy way to get all students to respond to a question that has an answer of less than 10.
- Subject-specific cards. Depending on the subject, a teacher can create a card that has 4 (or more, if you use the other side) different answers on the different edges of the card. When asked a question, all students hold their card in a way so that the answer is at the top. For example, in science class, the answers could be different body systems, in a class discussion about opinions based on a book, the answers could be always, never, sometimes, depends. In a math class about probability and statistics, the answers could be always, never, likely, or unlikely.
- ABCD cards. Students are given the cards A, B, C and D that are color coded (A is red, B is yellow, etc.). For any multiple choice question, students hold up their answer choice, and the teacher can quickly see an array of student answers.
- Clickers or ipads. There are many programs out there that do real-time checks for understanding. Pairdeck.com is one example.

Lesson Structure, Technique 24: Circulate (pp. 183-187)

Move strategically around the room during all parts of the lesson.

Technique Overview:

Teachers effectively circulate throughout class to bring a sense of urgency and enthusiasm to the class. The teacher uses proximity to support students that might be off task or distracted. The teacher uses circulation as a way to effectively engage students and to implement the school's student engagement system consistently and effectively. Circulation is also used to check understanding when students are working in pairs or independently, and should be done in a systematic way to ensure the teacher sees the majority of student work.

Below are additional details about this high-leverage technique:

- Break the Plane/Full Access Required
 - Teachers should move beyond the front row of students in order to add energy to the class, and see what students are doing. Teachers communicate to students that they own the room, and should "break the plane" within the first 5 minutes of class. If it's a normal occurance for teachers to break the plane, it's less obvious when a teacher needs to talk to a student who is being disruptive. Teachers should ensure that they can access every part of the room (without asking permission from a student) to show that the room belongs to the teacher and reinforces his authority.
- Engage When You Circulate: Teachers should teach actively when they circulate by frequently communicating verbally and non-verbally. Here is a range of ways to interact. The last two are ways to check for understanding, show interest in student work, and set a tone of accountability.
 - Simple walk by: Walk by a desk slowly enough that the students know the teacher is paying attention.
 - Touch/non-verbal: Brief interaction with a student by touching her desk, giving a thumbs up, or a gesture that says, "keep going!"
 - Basic read/review: The teacher stops to see what a student is working on, and makes a note, says something brief, or makes a note on a student paper.
 - Pick-up read: The teacher stops and picks up the student's paper to examine it. Shows interest and greater scrutiny. Teacher responds by saying something like, "Try that one again, Charles,": Just right, Jamel"; "You haven't show me the 3rd step".
- Dot around: A technique that teachers in the Netherlands use. Teachers circulate and put a dot on the paper of any student that has made a mistake on their paper. Students are being asked to find their answer on their own. One variation of this is to have color coded dots—red, yellow

and green—which the teacher can use to show call exemplary work or ask students to discuss what they did wrong and how they fixed it.

- Move systematically: Teachers should be sure to cover all parts of the room and try not to bline to students that are misbehaving, as this will draw attention. Instead, make a circuitous route to the misbehaving student to reiterate that you own the room, and this student is not throwing you off your game.
- Position for Power: As the teacher circulates, she should ensure that she remains facing as much of the class as possible to avoid students being opportunistic.

How This Technique Cultivates College Ready Confidence:

When teachers circulate, they have a better pulse on their class, both behaviorally and academically, and can therefore hold all students to high expectations, ensuring they are building the skills and understanding to be confident that they will attend and graduate from college.

What It Looks Like In Action:

• <u>http://my.teachlikeachampion.com/book/18</u> (Clip 21)

Lesson Closing

Teacher reserves the last 5 minutes of class to review the content of the day, complete the RPG reflection, and assign and explain homework.

Technique Overview:

With 5 minutes left in the class, the teacher tells the students to put down their pencils (whether or not the Exit Ticket is complete) and track the front. The teacher asks a question of a student to summarize learning, or summarizes the key points of the lesson herself. This helps to solidify what has been learned for the day. The teacher then reviews the Respect, Pride, and Ganas points that the students earned, and says one sentence about how the class earned these points. Finally, the teacher assigns homework and provides any additional details the students need to know about the homework to be successful.

Below are additional details about this high-leverage technique:

- Optimism: This is an important time in class to communicate appreciation for hard work, for a student that took a positive risk, or for overall engagement, enthusiasm, or team work. If students loss points, it is important to not dwell on mistakes, but to note why the points were lost, and talk about what students can do in the future to improve.
- Student Buy In: In some classes, it can help to ask students to reflect on their own learning and engagement. If given modeling and guidance, students can feel empowered during this time of the class, and will be more invested in the scores.

How This Technique Cultivates College Ready Confidence:

An important aspect of building College Ready Confidence is teaching students how to reflect on their own learning and habits in order to know their own strengths and weaknesses. The Closing is a critical component of the class that builds students' metacognitive and self-reflective skills.

Analyze

Philosophy of DDI

At ACE Schools, we grow everyone, every day. This motto has many implications, but one of the most powerful is that we are relentless about improvement and results. We measure ourselves not by what we teach students, but by what they have learned, and then we use this data to circle back to figure out how we can improve our own practice so students can learn even more. Paul Bambrick-Santoyo, in his book Driven by Data, sums up our philosophy about being data driven. "Data-driven instruction is a philosophy that schools should constantly focus on one simple question: are our students learning? Using data-based methods, these [high performing] schools break from the traditional emphasis on what teachers ostensibly taught in favor of a clear-eyed, fact-based focus on what students actually learned. In doing so, they create a powerful paradigm to drive academic excellence."

As a school community, we believe in the power of assessment data as a critical part of closing the achievement gap. We work hard to invest all stakeholders in the importance of data. We identify data needs and analyze data from multiple sources to push work forward. We identify trends, and address challenges that arise from the data head on. At ACE, we strongly believe in using various methods of assessment to gauge the extent of students' understanding in order to quickly adjust our instruction, make decisions about how best to use our time, and support students to meet our goals.

ACE teachers believe that their job is not finished after teaching a rich curriculum in innovative and strategic ways. Instead, their responsibilities are complete only when students have mastered the content, understanding, and skills. In order to achieve high levels of achievement, teachers employ a variety of assessment strategies and instruments to obtain timely, fair, accurate, and constructive feedback on student knowledge and performance. Information from these assessments is used to inform curriculum and instruction decisions as well as to inform students and parents of individual progress.

In the pages that follow, ACE's process for being data driven is clearly laid out, and is premised on the few building blocks that Paul Bambrick-Santoyo, the author of *Leverage Leadership* from UnCommon Schools, writes in his book about Data Driven Instruction (DDI) called *Driven by Data* are necessary for dramatic results:

- Assessment: Create rigorous interim assessments that provide meaningful data.
- Analysis: Examine the results of assessments to identify the causes of both strengths and shortcomings.
- Action: Teach effectively what students most need to learn.
- Culture: Create an environment in which data-driven instruction can survive and thrive.

Effective Assessments

At ACE, we have a variety of assessments that give relevant information to teachers so that they can adjust instruction on an ongoing basis. The following are the assessments that every teacher is expected to either create or use:

<u>Checks for Understanding and Questioning</u>: Teacher's planning process includes scripting out in-themoment checks for understanding that are aligned with the day's objective and set up students for success on the end of class assessment. Teacher's planning demonstrates deep knowledge of Checks for Understanding and questioning strategies and the teacher chooses strategies appropriately to ensure student mastery of content. CFUs are critical to achieving our goals as teachers can make in-themoment decisions that can ensure that all students achieve the objective.

<u>Exit Tickets:</u> The longer the interval between assessments, the longer it will take to recognize where students have difficulties with material. The longer it takes to catch struggling students, the farther these students will fall behind. Daily lesson assessments make it easy to identify students for extra help and quickly catch them up. Teachers should design lesson assessments that allow them to effectively gauge whether skills, knowledge, and understanding are taught during a lesson were mastered and what skills, knowledge and understanding need to be re-taught. Exit tickets are also critical to achieving our goals as teachers can have a daily pulse on student understanding, and can use this data to inform what and how content is taught in the days following the exit ticket.

<u>Quizzes:</u> Rather than relying solely on big unit assessments that provide delayed feedback, English, math, History, and science teachers should spiral learned skills and knowledge into short quizzes. Quizzes should cover the objectives taught within a shorter period of time and be given at least once every two weeks. Cohorts of teachers should decide the best weekly assessment schedule for students. Weekly quizzes are great opportunities for teachers to assess standards or sub-skills that will not be assessed on the interim assessments.

<u>Unit Assessments</u>: The shift to the Common Core requires students to explore topics to more depth, which requires that standards are not taught in isolation. Teachers will use unit tests (or in math, module assessments) to assess this understanding at least once per ANet cycle, roughly every 3-4 weeks.

<u>Interim Assessments</u>: Interim assessments provide helpful data to teachers and departments about whether or not students are on track to meet our school goals. All content teachers will administer interim assessments. Math and English interims in the middle school will be provided by the <u>Achievement Network</u>, a national non-profit organization. School sites will determine what assessments teachers will provide in other subject areas in the middle schools, and all of the high school. Teachers will review interim student achievement data with the instructional leaders, as well as their team, to

analyze gaps and notable progress in student achievement (see the Achievement Network section). Teachers will create action plans for whole class re-teaching and small group tutoring.

ANet interim assessments are rigorous and closely aligned to ACE's Long Term Plans and the Common Core State Standards. All interims are comprised of multiple-choice questions, short answer, and constructed response. Interim assessments are an accurate assessment of students' progress toward grade level mastery. Teachers may give credit to students that follow a particular process when taking the interims, such as showing their work in math, or close reading for evidence in ELA.

<u>Final Exams</u>: The purpose of a final exam is to provide additional opportunities to show mastery on standards (especially for students who did not master learning objectives when they were presented), assess recently learned material, and assess skills, sub-skills, knowledge and understanding that are not assessed on interim or state assessments. Teachers will administer final exams at the end of every course. Final exams will be cumulative, with a heavy emphasis on the most recent material taught. Grade level departments are encouraged to use multiple forms of assessment (i.e. projects, essays, debates, labs) as they see fit.

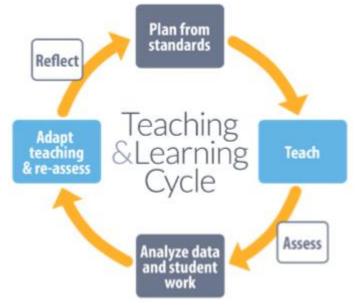
The Achievement Network (ANet)

The Achievement Network is an educational non-profit that partners with schools to support them in the teaching and learning cycle, mainly in ELA and math in grades 2-8--planning from standards, teaching the standards in deep and meaningful ways, assessing what students have learned, supporting leaders and teachers to analyze the data and then take action on that learning, and finally to reflect on the process. According to their website, "ANet is an educational nonprofit that helps schools boost student learning with great teaching that's grounded in standards, informed by data, and built on the successful practices of educators around the country." ANet provides rigorous, aligned-to-the-CCSS interims that give schools results within 48 hours. Additionally, they provide ongoing coaching (roughly 10 interactions a year) for school leaders to support their work and build their capacity to lead teachers through the teaching and learning cycle.

ANet and ACE will be partnering in middle school ELA and math to improve Data Driven Instruction and help ACE realize its goals. The following description of The Teaching and Learning Cycle outlines how DDI fits into the cycle of teaching and learning at ACE throughout the year. While interims and data are important aspects of DDI, data alone will not ensure learning--structures, planning, collaboration and execution are also critical components of how students learn.

The Teaching and Learning Cycle

The teaching and learning cycle comprises all the important steps leaders and teachers need to make in order to ensure that students master the CCSS content. While rigorous, aligned interims are one piece of the puzzle, they are only as strong as the systems and habits that support them.



<u>Structures that Support DDI</u>: Before teachers and leaders even begin planning from standards, it is important that there are basic structures in place:

- 1. Time for Teacher Planning: Teachers have ample time in the schedule to plan ahead from standards, to analyze data, and to plan on a daily and weekly basis.
- 2. Time for Interventions: There are set-aside times in the school day to support struggling learners and provide a tiered system of support.
- 3. Time for Assessment: The leadership team has set aside time in the school year to administer assessments, and these are communicated to the staff.
- 4. Assessment Strategy: The assessment calendar reflects a broader strategy, and demonstrates how ANet interim assessments fit with other assessments, and is communicated before the start of the year. The assessment strategy reflects prioritization, and there are no overlapping assessments.
- 5. Testing Procedures and Student Information Systems: There are clear procedures for testing, and the student information system is up-to-date and responsive to changes.

<u>Planning From Standards</u>: As described in the section, "Plan Curriculum," teachers are expected to set goals for their students, to know the standards deeply, to create a long-term plan, and then write Weekly Overviews and Daily Lesson Materials based on these long term plans. In ELA and Math, it is critical that teachers plan their year around the Schedule of Assessed Standards (SAS) that is provided by the Achievement Network. The SAS provides guidance for which standards should be taught by a certain interim. Planning from the SAS ensures that the students are set up for success, and the data is

relevant and can be acted on. Although there are times when a teacher might deviate from the SAS based on extreme circumstances, these times are rare, and should be discussed with a manager.

Teach from Standards: Teachers then teach what they set out to teach.

<u>Assess:</u> Students take an interim assessment in ELA and Math. These interims are aligned to the curriculum (Engage NY in math, and Cross Network in ELA). They take approximately two class periods to complete, and they assess material that was most recently taught. In math, the assessments are not cumulative; they assess a discrete set of standards. However, the last 3 interims include re-assessed standards that were taught in previous cycles, and provide teachers with an additional data point on the same standard. In ELA, the interims assess some of the same standards each time, but with different texts.

<u>Data Day</u>: It is extremely important that teachers have a significant amount of time 4-5 times a year to analyze their data and create action plans based on their interim assessment data. These Data Days are a sacred time in the calendar where teachers and leaders can step back from the daily grind and take stock of their students' achievement. Additionally, Data Days are also a unique opportunity for leaders to teach teachers a new skill or deepen their content knowledge, and will be able to do so with heightened urgency within the context of the data.

Teachers and leaders must plan purposefully for the data day.

- Leader Prep for Data Day: Results from the assessment come back to schools within 48 hours. At this point in time, it is critical that the leadership team meets to discuss the data before the data meeting. During this time, the leadership team does the following to prep for the data meeting:
 - Generate key takeaways from data, including opinions about priority standards and teachers needing support.
 - Make connections between performance on the assessment and planning and instruction. Make a plan for what teachers will learn during Data Day.
 - Finalize purpose, expectations, and structure for data meeting follow-up.
- Teacher Prep for Data Day: While at first, teachers should not be expected to prepare anything for the data day since they will be walked through the steps, over time teachers will be asked to take on more pre-work so that the actual data day can take advantage of collaboration. It is ideal that teachers bring the following to the data day:
 - Big Picture Data Overview this is a brief analysis of ALL the teachers' data so she or he has a snapshot of where students are doing well, and where they need to improve. This can be used as a guide for spriraling content, but will not be used that much during data day.

- A Priority Standard to Analyze Teachers should choose a priority standard that they would like to analyze and create an action plan to reteach during Data Day. They should choose a priority standard based on the following criteria:
 - Was taught
 - Major work of the grade OR foundational
 - Below 50% performance
 - (optional) will be reassessed the next cycle
- <u>Math Data Day Agenda</u>: The data day agenda for math is pretty consistent, and looks something like this:
 - 10 min: Welcome and Process Overview
 - o 15 min: Share data trends that tell a story
 - o 30 min: Standard Analysis or Build Content Knowledge
 - o 30 min: Analysis of Standard
 - o 15 min: Create Re-Assessment
 - o 60 min: Action Planning
- ELA Data Day Agenda: Here's a sample ELA Data Day Agenda from UP Academy. Notice they focused on patterns within the data first to identify what they suggest about instructional choices (choosing effective texts), and then went into learning about how to choose effective texts:

Data Day #1 -- October 24, 2014

Objectives:

- TWBAT analyze A1 data and identify implications on instruction.
- TWBAT define the components of strong fiction and non-fiction text selection.
- TWBAT create a plan to develop research minded, independent scholars through consistent cross-text analysis.

Agenda:

- 1. 8:00-8:15: Shines and Highlights
- 2. 8:15-9:15: Data Investigation
- 3. 9:15-10:00: Cross Text Analysis: Fiction
- 4. 10:00-11:00: Cross Text Analysis: Non Fiction
- <u>The Leader's Role During Data Day</u>: During data day, it is the responsibility of the leader to set the purpose of the day, celebrate wins, establish norms, timelines, and deadlines, and to provide an opportunity for teachers to dig deeper into their content and learn something new. Here are some sample guiding principles and norms that leaders can use during data days:

- The data gives us an opportunity to learn! While we might take it personally as it reflects our practice, it does not reflect our character or our ability to be a strong teacher.
- Stay in the analysis before moving on to the action planning.
- More often than not, a low performing standard comes from our own lack of content knowledge (teachers and leaders). A data day is a GREAT time to go deeper into our understanding of a standard or a cluster.
- Prioritize creating a re-assessment so you are crystal clear about what you want students to learn.
- Be clear about what you want teachers to turn in by the end. A best practice is to ask teachers to send a calendar invite to their manager for the time that they will be teaching the re-teach, and attach the action plan to this invite. This holds the teacher and the leader accountable for following through.
- <u>Data Overview</u>: At the beginning of Data Day, preferably as a school, the leaders (including teacher leaders, if possible) present trends from the data to the school staff. The presentation is both celebratory of what the school has achieved, and motivating to do even better next time, and gives a transparent picture of where the school stands towards its goals. This presentation usually includes graphs that compare the school or network to the entire ANet network, or to other schools that are similar to ACE. The leaders provide some themes that summarize the data, and link these themes to new instructional practices or changes that have been made in the school, or will be made moving forward. Teachers and staff leave with a clear understanding of where the school stands towards its goals, and in comparison to other schools, and feel invigorated to spend the day learning and making the necessary changes needed to go to the next level.
- <u>Learning Something New:</u> Data Day is an important opportunity to teach something new or deepen teachers' content knowledge. In ELA, teachers might dive deep into a how to choose a challenging text, or how to do a deep text analysis. In math, teachers might read the progressions around a particular domain, read more deeply about a particular standard, or do a gallery walk *after* the analysis to brainstorm instructional ideas. However, everyone should come away from Data Day having improved their instructional practice in addition to better understanding their data.
- <u>Analysis:</u> During the analysis portion of data day, teachers solve the problems from their priority standard. Together with other teachers that teach the same grade, they determine what knowledge, skills, and understandings students would need to solve the problems, and then they determine overarching trends. It is critical that teachers do not move into action planning until the analysis is complete. The role of the leader is critical in this regard, as teachers who are short on time (which is all teachers) want to take action immediately. However, without careful

attention to the data and evidence, the action plans could result in similar results as the first time around.

- <u>Create the Re-Assessment:</u> From this point, teachers determine how they will re-assess the standard. Most likely, the re-assessment will be 4-5 problems that teachers will give to students as an Exit Ticket at the end of a retaught lesson or set of lessons. Teachers can choose items from the ANet Quiz Tool on MY ANet, or they can create their own. They should ensure that they have both multiple choice and open response questions, and that at least a couple of them target the conceptual understandings that students need to solve the problem (unless the skill is 100% procedural, which is very rare). Additionally, teachers should ensure that if the problem is multiple choice, all the options address a misconception so that teachers can continue to learn about their students' misconceptions.
- <u>Action Planning</u>: Finally, the last big chunk of time in the data day is for action planning. The key here is that teachers should teach the standard in a different way than they taught it the first time. The action plan should address the misconception or lack of conceptual understanding that students missed in the first assessment. For math, most likely, there is a model, task, or hands-on activity that students can use to gain insight into the math concept that they missed. Most likely, there are connections that need to be made across standards, or from previous grade-levels. This should almost feel like an entirely new topic. At the end, the teacher should send a calendar invite to their leader to observe the lesson and offer feedback, and attach the action plan to the invite.
- <u>Wrap Up</u>: At the end of the Data Day, all teachers come together to briefly share what they created, and what they will commit to do.

<u>Re-Assess and Reflection</u>: At the end of the class, the teacher should give the Re-Assessment as an Exit Ticket. During the next department meeting or 1-on-1 with the leader, the teacher should bring both the data from the data day as well as the data from the re-assessment. This should be in the form of a average percentage correct. Here is a sample agenda for a reflection meeting:

- 1. Share wins: What do students now understand that they didn't before? How do you know?
- 2. Bright Spot Action: What did you do well as a teacher that you can apply to other lessons or standards?
- 3. Areas for Growth what do they not yet understand that they still need to know? How do you know?
- 4. Further Action: What will you do to address their gap in learning?

<u>Four Cycles a Year:</u> This teaching and learning cycle--Plan, Teach, Assess, Data Day, Re-Teach, Re-Assess, and Reflect--happens 4 times a year, and therefore are concurrent. Teachers will need to start planning before the end of the first cycle so that they are ready to teach Cycle 2 the day after they assess Cycle 1.

Similarly, they will be re-teaching in Cycle 2 standards for Cycle 1, and will need to make space in their calendar to ensure that these reteaches take place. The Teaching and Learning Cycles also extend past the state assessment when teachers are preparing students for the following year's work, and into the summer when teachers are planning for the upcoming school year.



Math Instructional Playbook

Vision

At our core, we believe that all students, regardless of where they were born or their parents' educational or income level, have the ability to achieve at high levels in college and beyond. To accomplish this mission, school leaders and faculty members always reflect on the quality of curriculum design and instructional delivery so that it is challenging and engaging all students. The statements below outline the core beliefs of the schools' leaders and faculty and shape the policies and goals laid out in the pages that follow.

- We believe that students are most successful when they are given an appropriate level of challenge.
- We believe that great instruction begins with a thoughtful and responsive planning process.
- We believe that all lessons should be designed to push the most challenging work onto students, and that students, not teachers, should be carrying the cognitive load.
- We believe that teachers should spend their time adjusting a well-planned curriculum, as opposed to starting from scratch, when possible.
- We believe that data is the most important indicator of instructional quality.

In every math class at ACE, 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 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 math instruction at ACE is for students to not just be accepted into college, but to be successful there and beyond. The ACE middle school's job is to prepare students to be successful in high school. This is measured by proficiency on the 8th grade SBAC assessment (% TBD) as well as how students score on the Pre-ACT assessment. In high school, math success is measured by a 21 score on the ACT in their 11th year, as well as proficiency on SBAC also in the 11th grade year. All work in ACE classrooms are geared towards these goals.

The Key Shifts in Math

The Common Core State Standards for Mathematics build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing them.

The following are the key shifts called for by the Common Core (taken directly from the Common Core website about the <u>Key Shifts</u>) for grades K-12:

- 1. Greater focus on fewer topics
 - The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:
 - In grade 5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions
 - In grade 6: Ratios and proportional relationships, and early algebraic expressions and equations
 - In grade 7: Ratios and proportional relationships, and arithmetic of rational numbers
 - In grade 8: Linear algebra and linear functions
 - This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.
- 2. Coherence: Linking topics and thinking across grades
 - O Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. For example, in 4th grade, students must "apply and extend previous understandings of multiplication to multiply a fraction by a whole number" (Standard 4.NF.4). This extends to 5th grade, when students are expected to build on that skill to "apply and extend previous understandings of multiplication to multiply a fraction to multiply a fraction or whole number by a fraction" (Standard 5.NF.4). Each standard is not a new event, but an extension of previous learning.
 - O Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

3. Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

- Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.
 - Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.
 - Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.
 - Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Goals

In order to accomplish this vision and to ensure that we have embodied these shifts in our instruction, ACE leaders came up with three goals in the spring of 2014 that are critical to achieve the vision. First, **instruction and curriculum at ACE Schools must be aligned to the Common Core State Standards (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 the application in real-world situations. All teachers plan purposefully from the curriculum so that their cycle, weekly, and daily plans are aligned to the CCSS and the interims. All teachers have the ability to break down standards, to adapt an Engage NY lesson to meet the needs of their students, and to deliver that lesson 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." At ACE, we are constantly working to find ways to increase the rigor of a classroom by increasing the 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 provide opportunities for students to construct their own understanding, and students respond through structured routines such as turn and talks, whole-class discussion, giveone-get-one, rally coach, or exploration. In every class, students do 80% of the thinking, speaking, asking, explaining, and discussing. Teachers ensure that the structures are in place for students to take on the cognitive load, such as tracking, 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 use strategies that push student thinking, such as noticing and wondering, turn and talks, whole-class discussions, show calling, 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 Schools is that **all teachers will use data to drive their instruction and achieve results**. ACE Schools has partnered with the Achievement Network that provide formative assessments that are aligned to the CCSS and a Schedule of Assessed Standards that is aligned to the Engage NY Modules. ACE teachers take time once every cycle to analyze data and create action plans to address student misunderstandings (see the section on ANet for more details). Additionally, teachers take module, weekly, and daily assessments to ensure they have a pulse on what students understand and not yet understand. Finally, teachers plan with misconceptions in mind, and are checking for understanding multiple times in a class through the use of white boards, hand signals, yes/no cards, questioning and other strategies.

Adopting the Engage NY Math Curriculum

Goal 1: ACE curriculum and instruction is aligned to the Common Core State Standards.

Traditionally, ACE teachers have created their own math curriculum. While some teachers liked the autonomy of creating their own materials and the innovation that came from it, in large part the process led to teacher burn-out and inconsistent results. 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 chose Engage NY as their math curriculum.

EdReports released a <u>study</u> 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 Engage NY, 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, Engage NY met all the criteria for alignment to the Common Core in grades 6-8: focus, coherence, and rigor. Additionally, the curriculum addresses the Standards for Mathematical Practices (though does not yet address them as sufficiently as possible). See http://www.edreports.org/reports/series/eureka-math-a.html for further information.

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 Engage NY 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 is using Engage NY instead of Eureka because Engage NY provides all materials in word documents. This is important so that as teachers plan and learn to adapt and modify the curriculum, they are able to make the necessary changes needed to teach ACE students effectively. ACE Schools will buy the Eureka videos, and teachers will attend online professional development sessions when available.

Engage NY Sequencing

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 Engage NY supports the 3 shifts of the CCSS: Focus, Coherence, and Rigor.

Below are each grade's module topics, and summaries, if available:

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

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

Summary of 6th Grade Year

Sixth grade mathematics is about (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.

<u>Key Areas of Focus for Grade 6:</u> Ratios and proportional reasoning; early expressions and equations Required Fluency: 6.NS.2 Multi-digit division 6.NS.3 Multi-digit decimal operations

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

Summary of the 7th Grade Year

Seventh grade mathematics is about (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.

Key Areas of Focus for Grade 7: Ratios and proportional reasoning; arithmetic of rational numbers

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

<u>Summary of the 8th Grade Year:</u> Eighth grade mathematics is about (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.

Key Areas of Focus for Grade 8: Linear algebra

Structure of Engage NY

Engage NY is organized by modules. There are 5 to 7 modules in each grade, and they are organized roughly by the major clusters of the grade. For example, the first module of 8th grade is Integer Exponents and Scientific Notation, which covers one aspect of the Expressions and Equations domain in the 8th grade. Generally speaking, the modules focus on one domain, but often include standards from other domains in order to draw connections across domains or to support the learning of the module. <u>Here</u> is a document that aligns the standards to the modules. <u>Here</u> is one for 5th grade.

Within modules, there are topics. There can be anywhere from two to more than ten topics within a domain. These are simply more specific areas of focus within a module. For example, within the 8th grade module Integer Exponents and Scientific Notation, there are two topics; Topic 1: Exponential Notation and Properties of Integer Exponents, and Topic 2: Magnitude and Scientific Notation.

Within the topics are the lessons.[4] The lessons are meant to take 60 minutes; however, schools that teach students that have similar skill gaps to many ACE students report that these lessons often take time-and-a-half. Therefore, it is recommended that schools have either two 50-minute periods of math a day, or an extended math class of 90 minutes per day. Teachers will need to take this into account when planning.

Here is a screenshot of an Engage NY page with the modules, topics, and lessons:

> Module 1

\sim Module 2

> Topic A YOU ARE HERE

Addition and Subtraction of Integers and Rational Numbers

✓ Topic B

Multiplication and Division of Integers and Rational Numbers



Each lesson includes a PDF student version and teacher version, and a Word Document student version and teacher version. It is recommended that teachers *always* use the Word Document version. The

teacher version is like a lesson plan. While there are scripted questions and answers by teachers and students, these are not meant to be a script to follow, but rather are meant to paint a picture or vision of the class. Every lesson comes with the following components: lesson outcomes (objective), lesson notes, classwork (which may include discussions, examples, activities, and exercises), closing, an exit ticket, exit ticket solutions, a problem set, and problem set solutions. Some lessons include fluency activities. According to the Engage NY materials, "Each lesson is structured to incorporate fluency activities along with the development of conceptual understanding, procedural skills, and problem solving. These components are taught through the deliberate progression of material, from concrete to pictorial to abstract. Lesson components and stages of instruction within components are designed to help students reach higher and higher levels of understanding."

Planning Process

Great teaching comes from a great teacher, not a great curriculum. Even if a curriculum is perfectly aligned and every lesson meets all the needs of every student, a teacher could not simply print the lesson, teach it, and expect strong results. Additionally, there is no curriculum that is perfect. Therefore, the teacher must internalize the purpose and content of the lesson, and be able to make purposeful decisions on her own as to what aspects of the lesson will lead to the best student understanding or outcome. For this reason, ACE has developed¹ the ACE Math Planning Protocol in which all teachers will plan purposefully using Engage NY modules and the Achievement Network's Schedule of Assessed Standards. The following is a description of the Planning Protocol that teachers will use to adapt the Engage NY curriculum to meet the needs of ACE students.

Part A: Understanding the Standards and Modules; Overall Pacing

Once an ANet cycle during a PD day, teachers will take the first step of the planning process, which is to take a bird's eye view and understand the standards, modules, and pacing of the upcoming assessment. Teachers will ask themselves the following questions: How much time do I have to teach these standards? What are the modules that I will be teaching, and what is their overview? What are the standards that I will be teaching, and what ostudents need to understand and be able to do in order to master them? What is the purpose of each lesson within these modules? How can I fit this all in before the ANet assessment?

Teachers will answer each of these questions once an ANet cycle by solving problems aligned to each standard, reading the Module Overview, and solving the exit tickets in each lesson. Additionally, based on this information, teachers will make a general plan for when each lesson will be taught and how many class periods each lesson will take. By the end of Part A of the ACE Math Planning Protocol, teachers will have a Long Term Plan for the data cycle.

Part B: Digesting A Week of Lessons' Purpose and Writing a Weekly Overview

¹ Marcela Miranda, Charlotte Eilbert, and Jesse Robinson spent a series of meetings developing a planning protocol based on piloting the program at Empower, best practices from other schools, and ACE structures and procedures.

Two weeks before teaching the content, teachers take 1.5-2 hours to understand the lessons they will be teaching. Specifically, they will read and digest the lessons of the week, including identifying the key conceptual understandings that students will need to learn in each lesson. Teachers will then make decisions based on their knowledge of what their students currently understand and can do, and what they will need to understand and do by the end of the week. Specifically, teachers will ask themselves the following questions: What are the key points of the lesson? What are the three most important learning experiences that students must have in order to achieve the objective or be successful on the exit ticket? What are the prerequisites/fluency skills that students will need to be successful with this lesson? Where will students struggle the most?

In Part B, teachers write a weekly overview that includes standards, objectives, the key points, the most important activities from the Engage NY lessons for the week, and the most important ratio moves that teachers will use to increase the cognitive load for students.

Part C: Modifying Engage NY Materials

One week before they teach content, teachers are now ready to modify student materials to be ready to teach them. They download the wod versions of both the teacher versions and student versions, and use the teacher version to annotate the student version. When creating the materials, teachers take into account their thinking from Part B in order to add scaffolds or prerequisite skills that students need to access the lesson. They also include high-ratio moves in order to ensure that all students are accessing the materials, and carrying the cognitive load. They also take out any aspects of the lesson that feels redundant. Because teachers have done the heavy lifting of understanding the standards, the modules, and the lessons beforehand, they are well equipped to make smart choices about what to keep in the lesson, and what to discard.

Part D: Final Preparation before Teaching

Before each lesson they teach, teachers prepare purposefully to deliver the lesson to students. Part D is the final step that teachers take before teaching the lesson, and it should take no more than 15 - 20 minutes. In essence, this is where teachers "role play with themselves" before teaching the lesson. Teachers do all the activities within the lesson themselves so they have an answer key before teaching. Additionally, teachers write in the margins of the student packet all the moves they need to remember throughout the lesson, including questioning, transitions, high-ratio moves, explanations and summaries. These comments can be typed or hand-written; teachers should be prepared to show this annotated classwork to their manager when they debrief an observation.

Conditions for Success

In order for teachers to successfully implement Engage NY, leaders need to ensure that teachers have the necessary time, support, and accountability to ensure success. This support must be consistent to ensure that teachers feel that leaders have prioritized their curriculum planning above most other initiatives. First, leaders must protect teacher's time to plan by making their collaborative or independent curriculum planning time sacred. Leaders should only interrupt this planning time if a matter is a true emergency. Planning is always the top priority in order to ensure effective teaching.

The second support that leaders should provide to teachers is consistent accountability. Teachers need to know that every teacher is being held to the same deadline, and that their hard work is being checked and monitored. Deadlines must be the same each week, and provide special education teachers with the necessary time to make adjustments if necessary. Leaders are encouraged to follow up on every deadline that is missed, and to track when teachers have missed a deadline, so that if there is a pattern that emerges, the leader can work with the teacher to make changes so that the deadline is not missed again.

The final support that leaders must provide is feedback in a timely manner. It is important that leaders who have the leader who is managing the teacher is the one providing the feedback, and that the feedback is returned at a time that the teachers can implement the feedback so it makes a difference in their classrooms. Additionally, leaders should ensure that they are giving the appropriate level of detail at the appropriate time. For example, if a teacher turns in a long-term plan, the leader should be providing feedback on alignment and pacing, as opposed to cognitive load. However, when the teacher is working on lesson delivery, the leader should provide feedback on ratio and questioning, knowing that the pacing is appropriate.

Deadlines and Feedback				
Purpose	Time needed; frequency	Teacher Responsibilities Purposefully Plan	Leader Responsibilities Support and Accountability	
Cycle Overview Understanding the Modules and Standards; Overall Pacing	4 hours, once per cycle (first cycle completed in the summer time)	PD Day – 4 hours - in collaboration with other teachers, submitted EOD to server for math lead and/or manager to check.	4 hours of time kept sacred; collaboration and support during creation of Part A.	
Weekly Overview Digesting the Lessons' Purpose	1.5 hours for 3- 5 lessons every week; 2 weeks in advance of teaching.	Common Planning Time – 1.5 hours for 3-5 lessons/wk - 2 weeks before teaching.	1.5 hours/ week of time kept sacred; written feedback within 48 hours – 10-15 minutes per teacher; look for alignment to Engage NY and standards (rigor), clear objectives and conceptual key points.	

Recommended Timelines for Deadlines and Feedback

Lesson Materials Modifying Engage NY Materials	20-30 minutes per class; 1 week before teaching and uploaded to server.	During prep-time, teacher modifies the Engage NY materials based on Part B. Materials are "game ready."	Written feedback within 48 hours – 20- 30 min per teacher; look for clarity of lesson and high cognitive load.
Annotating the Lesson Final Preparation before Teaching	15-20 min/day.	Teachers complete the day before the lesson is taught in order to prepare the right teacher moves and questions based on the Engage NY lesson plan and the modified student materials.	Leader observes lesson and provides feedback. When asked, the teacher can provide the annotated lesson materials.

Sample Planning Calendar

Here is a sample 3-week cycle for August, 2015. Key: Teacher deadline; leader deadline

<u>August PD:</u> 4 hours for the Part A for Cycle 1, starting 8/17: Understanding the Standards and Modules; Overall Pacing

Monday	Tuesday	Wednesday	Thursday	Friday
August 3 Part B Due to Math Leader for Week of 8/17 (on google drive)	4	5 5 p.m. Leader provides feedback on Part B for 8/17(15 min each teacher)	6	7 5 p.m. Part C due for Week of 8/17
10 Part B due for week of 8/24	11 Leader provides feedback on Part C for 8/17 (30 min per teacher)	12 5 p.m. Leader provides feedback on Part B for 8/24(15 min each teacher)	13	14 Teacher prepares Part D for Monday. 5 p.m. Part C due for Week of 8/24
17 First Day of School	18 Teacher prepares Part D for Wednesday	19 Teacher prepares Part D for Thursda <mark>y</mark>	20 Teacher prepares Part D for Friday	21 Teacher prepares Part D for Monday

By end of Math Meeting, Part B due for week of 8/31 Teacher prepares Part D for Tuesday	Leader provides feedback on Part C for 8/24	5 p.m. Leader provides feedback on Part B for 9/(15 min each teacher)		5 p.m. Part C due for Week of 8/31
24 Etc	25	26	27	28
31	Sept 1	2	3	4

Increasing the Cognitive Load

Goal #2: ACE students carry 80% of the cognitive load in every class.

In order to achieve our vision of instructional excellence, teachers must ensure that they increase the ratio of student talk to teacher talk, and put more of the cognitive load on to students. Ultimately, we want our students to think, ask questions, and speak like a mathematician, which is why the Standards for Mathematical Practice (SMPs) are critical to help teachers understand the habits of mind that will support students learn the content. Teachers and leaders should read and study the <u>SMPs</u> in order to have a clear vision of the habits of mind that all students must have.

Helping students demonstrate the SMPs takes thoughtful planning, time and effort. The following are some of the highest leverage ways to increase the cognitive load, and help all students learn how to think like a mathematician:

1. Talk less.

One of the simplest ways teachers can help their students do the thinking and the speaking, is to not do the thinking and the speaking for students. If students know that their teacher will eventually explain every answer, they will stop searching for the answers themselves. Specifically, teachers can build time in their lesson for student thinking (also known as wait time or stop and jots), explanations, and responses. Additionally, teachers can stop exclaiming, "correct!" "yes!" or "perfect!" when a student gets an answer right, and "Would anyone like to help this student out?" when a student gets an answer wrong. Instead, the teacher can simply refrain from commenting on an answer, and ask the rest of the students to respond. Teachers should always ask themselves, "is this something that a student could be saying?" If the answer is yes, then the teacher should let the student speak. See the article Less is More by Rong Ji Chen for more on talking less, or "Withhold the Answer" and "Manage the Tell" from *Teach Like a Champion 2.0*.

2. Know your content. Teach it to students.

Strong teachers know that even if they were math majors in college, there is a lot to learn about the standards themselves in order to effectively teach them to students. They read the Arizona draft progressions, watch LearnZillion videos, follow the Math Twitter Blog-o-sphere (#MTBoS), talk to colleagues to clarify unfamiliar terms, and break down standards on a regular basis. Teachers that know their content (and continue to build it) are able to teach content clearly and efficiently, address student misconceptions, ensure students attend to precision in their language, identify conceptual underpinnings, and ultimately raise student achievement.

There is an important connection between content and cognitive load. Students cannot think deeply about a topic unless they know that content deeply. Doug Lemov writes in *Teach Like a Champion 2.0*, "You need to know a lot about pretty much anything to think deeply about it. This is one of the most undervalued truths about learning. Rigorous activities with a high think ratio rely on knowledge—often shared knowledge among students—and the deeper and broader the knowledge, the more rigorous the application." If teachers are increasing the cognitive load in a classroom without having given students the tools or the prerequisite knowledge or skills to do the thinking, the high-ratio move will fall flat. Effective teachers balance giving students knowledge with asking students to think about that knowledge.

3. Concrete, Pictorial, Abstract (CPA, a foundation of Engage NY)

Students must experience and understand math concepts first by using manipulatives or concrete examples. Once students understand using manipulatives, the teacher can begin to represent the concrete model with a picture, all the while asking students to explain how the picture represents the concrete and makes sense mathematically. The teacher should continue to connect the pictorial to the concrete until the students understand the pictorial. Finally, the teacher can teach students how the concept can be represented through symbols and numbers that represent the pictorial representation. Students need a lot of practice with the pictorial and abstract stage together before they can move to the symbols and numbers on their own.

There are many models that can be used in the middle school years, and many of these are outlined in the Engage NY document for the K-5 curriculum, <u>How to Implement a Story of Units.</u>

<u>4.</u> Noticing and Wondering (closely linked to SMP 1: Make sense of problems and persevere in solving them)

Teachers often grapple with how to teach their students' problem solving skills. In the past, teachers have fallen back on teaching the steps of problem solving, and ensuring students memorize each step carefully. In reality, students need to learn how to tackle a problem by thinking, not following steps. They need to build the critical thinking skills needed to ask questions, figure out what is needed and what is not needed, to devise a plan and to ask themselves more questions about whether or not their plan and their solution are reasonable and accurate.

"Noticing and wondering" is a strategy that many math educators are using with their students and getting incredible results. The strategy is simple: first, a teacher poses a scenario--be it a picture or a situation. Here are some great websites to get students really excited about problem solving:

- Andrew Stadel's Estimation 180: <u>http://www.estimation180.com/</u>
- Dan Meyer's Three Acts: <u>http://blog.mrmeyer.com/category/3acts/</u>
- Fawn Nguyen's visual patterns site: VisualPatterns.org

Then, teachers simply ask, "What do you notice?" and have students list all the things they notice. At first, students might give simple answers such as, "I notice there are numbers." However, over time, students begin to see patterns, notice connections, and make sense of the problem on their own.

Then teachers ask, "What do you wonder?" This is when students develop the ability to ask questions about the scenario, and come to authentic questions on their own. Students might wonder some outlandish things about the problem, but they are building their capacity to ask questions and not simply get the questions fed to them by the teacher. This is a critical skill that needs to be developed over time. Here is a simple <u>N+W Graphic Organizer</u> that teachers can use, and here is <u>Max Ray's</u> <u>Blogpost</u> about Noticing and Wondering.

<u>5.</u> Classroom discussions and the 5 Talk Moves (Closely linked to SMP 3: Construct viable arguments, and critique the reasoning of others.)

In order to more deeply understand the mathematical concepts of their grade level, students need to discuss their own thinking as well as the thinking of others. Teachers must create the structures in class for students to have rich discussions. There are 5 Talk Moves (from Marilyn Burns' organization Math Solutions) that teachers can use in order to teach students how to have discussions. These are discussed in <u>Math Solutions' 5 Talk Moves</u>, and listed below.

- a. Revoicing: Teachers restate what students are saying in more precise words. While this strategy is misaligned to "right is right" in Teach Like a Champion, it can be useful in math discussions when students are just beginning to understand a concept and need some modeling on how to articulate their emerging understanding. This should be used less frequently than the others.
- b. Restating/clarifying: The teacher asks a student to restate in his or her own words what a student is saying, and the student confirms that this thinking is in fact what he or she was trying to say. Teachers also teach students to ask a student to repeat what they said if they do not completely understand, or to clarify a particular aspect of a student's argument. "Excuse me, Francine, could you please repeat what you just said?" or, "So what you're saying is....is that correct?"
- c. Agree/disagree: Teachers ask all students to listen carefully to one student's explanation, and then asks all students to agree or disagree by showing thumbs up or thumbs down. Then the

teacher cold calls on one student to explain why they agree or disagree. Teachers teach sentence starters such as, "I agree with Francisco because..." or "I respectfully disagree with Shana because..."

- d. Adding on: Teachers ask for volunteers or cold call on students to add on to what someone has already stated. Teachers teach students to say, "I'd like to add on to what Harold just said."
- e. Wait Time: Wait time is often overlooked, and it is a critical component of an effective discussion. Students must feel like they are given the time to think before responding. An effective strategy here is to ask a question and have all students put their hands down, and give wait time to all students before calling on one. This sequence ensures that students do not feel rushed, and that all students are being held accountable for their thinking.

6. Classroom Structures

The CCSS in math demand that students understand concepts at a deep level, have fluency with procedures, and can use this understanding and these skills to solve novel problems. Most often, the standards themselves dictate the structures that teachers should use to teach. Here is a brief description, developed by ANet, of the different lesson types and how best to use them: Instructional Approaches.

In order to build structures where students can problem solve, teachers need to build students' capacity to persevere with hard problems, and engage in productive struggle. Sometimes Engage NY provides a fantastic task, but little structure on how to lead students through it.

Here is one structure that is used at UP Academy Charter School of Boston to promote problem solving and increase students' perseverance in solving problems:

Problem Solving Lesson Structure

2-3 times per week

In problem solving lessons, scholars engage with real world problems. Building off the work scholars do in Math Workshop, this block is time devoted to the application of concepts.

Teachers will launch problems with a focus on comprehension of the context, not on how to solve. Scholars will independently work on a problem set, while teachers circulate to observe strategies and misconceptions. During the discourse, teacher puts scholar strategies under the doc arm, and leads scholars through a discourse around the strategies shared.

The purpose of problem solving is to:

1. To teach scholars to read a problem closely and effectively in order to understand what it is asking.

- 2. To teach scholars to effectively use and analyze important information.
- 3. To teach scholars to solve problems with accuracy, precision, and elegance.
- 4. To allow scholars to use their knowledge of mathematics to solve real-world problems.
- 5. To instill in scholars a love of mathematics.

Lesso n Timin g	Part of Lesson	Description	Questions to Consider
5 min	Fluency	 Quick practice on a procedural skill Fluency – accuracy and efficiency. Usually do the same fluency topic for 4 lessons. (3 min + 2 min review) Lesson 1: Direct instruction - clean up and address misconception you saw from previous data or anticipate. Lesson 2: Students do it by yourself - check one or 2 questions by circulating - give individual feedback or collect list to tutor Lessons 3/4 - do individual trade, reveal answers and grade - at this point they are just working on precision not process. 	What do students need to review in order to be set up for this lesson?
10 min	Launch	Teacher gives students a medium-level problem. The goal of the launch is not to set it up, but to have students understand what they need to do in order to set it up. Teacher should help students understand: "What is this problem asking me to do? What is our goal by the end of this problem?"	 What problem can I give that will have: Multiple entry points Multiple paths Alignment to the standard
10 - 20 min	Independ ent Work Time	Students work independently Teacher circulates and helps students by giving them questions that will lead them to answers ("praise, prompt, leave")	What misconceptions do I anticipate? What are the key milestones students need to reach in order to be successful on this problem? How will I prompt students who are struggling to reach each milestone?
10 - 20 min	Discourse	During this time, teacher should pull students together to clarify certain milestones of the problem. Teacher should also only do so when a critical mass of students has demonstrated that they need clarity, and should should use discretion about pacing depending on the rigor of the milestone.	What is the key point that students need (and are not getting now) in order to move forward in the problem? For planning, we think about the 3 bases – what thinking will students need to do in order to get from 1 st base to 2 nd base, from 2 nd to 3 rd base, and from 3 rd plate to home plate? What are the questions students

		Teachers should use the following guidance when thinking about milestones: • Teacher show-calls an incorrect student work and asks whether the class agrees or disagrees and why • Teacher show-calls an incorrect student work, says that the work is incorrect, and asks students to explain why • Whenever possible, teacher should help students arrive to the milestone through questions (as opposed to explanation) • After each discourse moment, students should revise and/or continue their work	need to ask themselves to get around all the bases? Choosing tasks: o The task should be based on actual problems that people see and do. Therefore, it's intuitive which tasks to choose. o We try not to force a problem into a lesson, but rather have the lesson come out of the task. o Some tasks are better for teaching than for assessment. Illustrative math (on their website) identifies the difference. Ex: MARS task about leaves on a tree for sampling. We never give the answer (though we help along the way), so the point is to get all students to solve this challenging problem on their own.
10 min	Extension /Revision	 If students master the problem, they should work on the extension problem. These tasks are provided after the first problem. We don't help students with these, because the goal is to get all students to solve the first problem. Students that have solved the big task work on these until the end of the class. 	How can I push students to master a more difficult problem?
5 min	Exit Ticket	Two questions – 1 that is base level, and one that is application-y.	

7. The Power of Mistakes: Planning with Misconceptions in Mind, Show Calls, and Error Analysis

One critical component of a culture of achievement in a math class is the mindset that mistakes lead to learning. In effective classrooms, teachers model and teach that mistakes are a critical aspect of the learning process, and students embrace their mistakes as opportunities to reflect on their own process, and learn from others' thinking. Here are some best practices that can lead to a positive culture of mistakes in any classroom. See Chapter 2 of <u>Teach Like a Champion 2.0 by Doug Lemov</u> for video clips and further discussion.

- a. Plan with Misconceptions in Mind: Teachers, when breaking down standards and Engage NY lessons, should always anticipate the misconception that students will have about a particular topic. A misconception is not just a mistake, but a misguided belief that students might have based on faulty logic, applying a rule in the wrong context, or a rule from a previous grade that has expired (see <u>13 Rules that Expire</u>). When teachers anticipate possible misconceptions, they build in problems or questions that challenge the misconception at its root. For example, if students believe that when adding fractions with unlike denominators, one should add across the numerators and denominators (because that is how one multiplies fractions with unlike denominators), then the teacher would ask questions about the validity of an answer such as ¹/₃ + ¹/₂ = ²/₅. Is this possible? Why or why not? By asking students to reason through the validity of a mistake puts the thinking on the students and ensures that the misconception is addressed at the level of understanding. Check out <u>Error-Eliciting Problems; Fostering Understanding and Thinking by Kien H. Lim</u> for more ideas about building in problems that elicit errors.
- b. Error Analysis: One simple activity to build into a class is error analysis. Teachers can solve a problem incorrectly, as if they were a student that had a misconception. The teacher tells the students the answer is wrong, and asks the student to identify what the error is, and why the "student" who solved the problem made this error. The teacher can also ask the students to be the "teacher" to grade the "student's" work and explain the right way to solve. The discussion after this analysis is what is the most important part of this activity. The teacher only commits this kind of time to concepts that are the most important in a lesson. As Lemov rights, "I rather like the idea of thinking, every other day perhaps, "what's the most important question I am asking today?" then anticipating the errors I'd be likely to see, and leaving a chunk of time to delve deeply into them. To me, it is a powerful occasional activity, done perhaps once a lesson at most, to unlock the usefulness of mistakes." Building this process intentionally into a lesson is a way to ensure that these moments take place.
- c. Show Calls: In math class, a show call (a cold call, but in writing as opposed to speaking) is one of the best ways to leverage the mistakes or misconceptions of some students into crtical thinking for all students. After students have solved a problem, the teacher takes the work from one student and puts it on the doc cam and asks, "do you agree or do you disagree with this student's process? His answer?" It's important to do this with both correct and incorrect answers so that students don't get used to the teachers always show calling mistakes. All students can show if the agree or disagree using hand signals (thumbs up or down work well), and then the teacher can cold call 1 or 2 students to explain. This procedure ensures that all students are thinking and reflecting on student work, and also builds in accountability for putting in best effort when working on a problem.

The following strategies are high-impact variations on the Show Call, taken from <u>Teach Like a</u> <u>Champion by Doug Lemov.</u>

- Check or change—students are either checking what is write, or correcting what is wrong. Their pencil is always moving.
- "Live edit" show call have the student you show called make the edits right there while the rest of the students walk them through the process for correcting. Then praise!
- Offline rewrite—do a show call, have students correct their answer, then do another show call with a different student's answer to ensure that everyone has made the correction.

d. Addressing Errors in Small Groups: It is not always the best use of time to address a mistake with the entire class. Doug Lemov writes, "every response to data need not imply addressing errors in the public eye and to the whole class--especially when a small number of students have made the error. Assessing and deciding on a more efficient alternative--assessing and (from the point of view of the class) moving on is still an important form of using data." Here are some ways to address errors or misconceptions for a small number of students:

- Pull students 1-on-1 or in a small group during independent practice.
- Ensure the problem that a few students struggled with is on the next day's Do Now. For most students, this will be a slam dunk, but for others, this can be a great opportunity to work with them.
- Pull these students for tutoring during a study hall.

ELA Instructional Playbook

Key Shifts in English Language Arts

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

The following are key shifts called for by the Common Core. The following shifts define the instructional priorities at ACE.

- 1. Regular practice with complex texts and their academic language
 - Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.
 - Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.
 - Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.
 - The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.
- 2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
 - The Common Core emphasizes using evidence from texts to present careful analyses, welldefended claims, and clear information. Rather than asking students questions they can answer

solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

- The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text.
- Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.
- 3. Building knowledge through content-rich nonfiction
 - Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.
 - In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.
 - In grades 6-12, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. To be clear, the standards pay substantial attention to literature throughout K-12, as it constitutes half of the reading in K-5 and is the core of the work of 6-12 ELA teachers. Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. Reading, writing, speaking, and listening should span the school day from K-12 as integral parts of every subject.

ELA Articles

For additional context for the ELA shifts, read these articles:

- How and How Not to Prepare Students for the New Tests
- Let's Get Higher Scores on These New Assessments
- <u>Literacy is Knowledge</u>, and
- Both And Literacy Instruction

The ELA Shifts in Practice

ELA teachers make instructional decisions that represent these shifts. Here are the instructional priorities that ANet suggests based on effective practices at high-performing schools. If teachers or leaders are interested in seeing artifacts or examples of these priorities through sample protocols, student work, or other products, they should not hesitate to reach out to their ANet coach.

Important Notes about This Document:

- The instructional priorities are listed in order of importance based on how schools make good progress in over the course of a year and are foundational pieces of the transition.
- Looking at student work and using appropriate assessment data are a means to accomplishing these instructional priorities.

Effective Priorities	Look Fors	Methods
Write text-dependent questions and plan sample student responses to lead to evidence based student writing and discussion	You would want to see students using textual evidence to make claims about what they have read when answering teacher-planned questions, during classroom discussions, or when writing about the text.	 Plan: Focus on writing strong text- dependent questions and sample student responses in plans (starting with the guided reading/close reading part of the literacy block). Teach: Focus feedback on student discussion and response to text- dependent questions. Analyze Data and Student Work: Compare the rigor of questions from instruction to the open response prompts and look at the level of evidence in student responses. Adapt Instruction: Review action plans for rigorous text-dependent questions and student responses.
Unpack standards and common misunderstandings alongside curriculum	You would want to see teachers gaining a deep understanding of the requirements of the standards, including all instructional implications and what	 Plan : Focus on unpacking standards, reviewing texts, and identifying common misunderstandings and reviewing these against the curriculum to fill in gaps. Teach: Focus feedback on the rigor of plans and instruction against the unpacked standard.

	students must know and be able to do.	 Analyze Data and Student Work: Review multiple choice items and the resulting student work to determine if the level of rigor of plans and instruction led to results and to identify gaps. Adapt Instruction: Review action plans for how they are addressing gaps in rigor in the curriculum and documenting changed understanding of standard.
Use complex texts across subject areas	You would want to see students effectively engaging with complex texts during intervention and content area instruction as a result of focusing on this priority.	 Plan: Focus on engaging all teachers across the school with identifying complex texts and writing lessons that engage students with them. Teach: Focus feedback on student engagement with complex texts specifically during intervention and content area instruction. Analyze Data and Student Work: Compare the complexity of texts on assessments to those in instruction and review evidence from open response items for the level of analysis of complex texts. Adapt Instruction: Review the complexity of texts included in action plans.
Balance close reading and reading comprehension instruction	You would want to see a shift to text truly driving instruction, including evidence of students slowing down and reading less, but doing more to understand the	 Plan: Focus on the difference between close reading and skills based instruction including when they should occur during the literacy block and what the lessons should look like. Teach: Focus feedback on the rigor and clarity of close reading and skills instruction.

	content of what they have read.	 Analyze Data and Student Work: Use ANet and reading assessment data to look at performance on standards and students' reading level and determine where gaps in performance should be targeted. Adapt Instruction: Review action plans for how both types of assessment data are impacting skills instruction or close reading.
Integrate reading and writing instruction	You would want to see students reading, writing, and speaking grounded in evidence from the text they are engaging with during class time.	 Structure schedules to have one literacy block or consecutive reading and writing blocks. Plan: Focus on reading and writing teachers developing a vision for units and coherent instruction by identifying and unpacking standards together and selecting texts. Teach: Focus feedback on the coherence of reading and writing instruction for students. Analyze Data and Student Work: Use student responses to open response items and performance on the reading standards to define skills and misunderstandings to target in reading and writing. Adapt Instruction: Review reading and writing action plans together for how they are collectively responding to misunderstandings.

Instructional Practice Guide

The Student Achievement Partners, a non-profit organization run by the writers of the Common Core that supports to-scale implementation of the Common Core State Standards, create the <u>Literacy</u> <u>Instructional Practice Guide</u> as a way for coaches to assess whether or not the shifts are evident in their instruction. Coaches and leaders should use this Instructional Practice Guide to assess instruction in

their school, determine trends to determine what professional development would look like, and provide evidence-based coaching to teachers.

[4] http://greatminds.net/maps/math/

[5] <u>https://www.engageny.org/resource/pre-kindergarten-grade-5-mathematics-curriculum-map-and-guiding-documents</u>

Appendix C DataQuest Reports



California Department of Education Analysis, Measurement, and Accountability Reporting Division Academic Accountability Unit

Academic Performance Index (API) Report 3 - Year Average API School Report

School: ACE Charter LEA: Santa Clara County Office of E County: Santa Clara CDS Code: 43104390116814

School Type: Middle Charter: Direct Funded Charter API Links LEA List of Schools County List of Schools Glossary 3-Year Average Guide (An LEA is a school district, county office of education, or statewide benefit charter.)

Number of Number of Number of Students **Students Students** Non-Weighted Weighted Included 2011 Included 2012 Included 2013 3-Year 3-Year Growth in 2011 in 2012 Growth in 2013 Growth Average Average Groups Growth API API Growth API <u>API</u> Growth API API API* API* 729 Schoolwide 268 330 760 420 731 740 740 6 0 6 Black or African American 0 0 1 American Indian or Alaska Native 12 1 5 Asian 788 Filipino 0 2 0 Hispanic or Latino 253 722 313 758 393 727 736 736 Native Hawaiian or Pacific Islander 0 1 1 White 0 4 1 2 1 0 Two or More Races Socioeconomically Disadvantaged 267 730 319 758 406 732 740 740 English Learners 207 705 193 699 233 665 690 688 48 Students with Disabilities 35 675 39 636 670 660 661

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, a 3-Year average could not be calculated.

*Assembly Bill (AB) 484 amended California Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision.

Formula to Calculate Average APIs:

A 3-Year Average API Report was produced if the following criteria were met:

- 1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years;
- 2. The school had 11 or more valid scores in each of the last three consecutive years. (A valid score is when a student's assessment results are included in the calculation of the API.); and,
- 3. If the above criteria are met, the 3-Year Average API Report will also include any student group(s) that had 11 or more valid scores in each of the last three consecutive years.

Non-Weighted Average: The formula to calculate the non-weighted average is:

2011 API + 2012 API + 2013 API

3

Weighted Average: The formula to calculate the weighted average is:

(2011 API x 2011 Valid Scores) + (2012 API x 2012 Valid Scores) + (2013 API x 2013 Valid Scores) 2011 Valid Scores + 2012 Valid Scores + 2013 Valid Scores

Further details about the calculation of the averages and the 3-Year Average API Report can be found in the "Status of the Academic Performance Index and the 3-Year Average Information Guide". This guide can be accessed by selecting the "3-Year Average Guide" button within the "API Links" section above.

Web Policy

<u>DataQuest home</u> > <u>Select School</u> > <u>School Reports</u> > Current Page

2012-13 Accountability Progress Reporting (APR)

School: ACE Charter 2013 Growth API Links: LEA: Santa Clara County Office of E 3 - Year Average County: Santa Clara School Chart	h and Targets Met California Department of Education Analysis, Measurement, & Accountability Reporting Division 7/29/2014
LEA: Santa Clara County Office of E School Chart	2013 Growth API Links:
Country Santa Clara County Onice of E School Demographic Characteristics	3 - Year Average
Country School Demographic Characteristics	School Chart
Canta Clara	School Demographic Characteristics
CDS Code: 43-10439-0116814 School Content Area Weights	School Content Area Weights
School Type: Middle LEA List of Schools	LEA List of Schools
County List of Schools	County List of Schools
(An LEA is a school district, county office of education, or statewide benefDirect Funded Charter School: Yescharter.)	office of education, or statewide benefit

2012-13 APR			2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	АҮР	PI	Guide	

Met Growth Targets	
Schoolwide:	N
All Student Groups:	N
All Targets:	N

No	
No	
No	

2013 Statewide Rank: 2 2013 Similar Schools Rank: 4

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	420		731	761	5	-30	No
Black or African American	6	No					
American Indian or Alaska Native	1	No					
Asian	12	No	788				
Filipino	0	No					
Hispanic or Latino	393	Yes	727	759	5	-32	No
Native Hawaiian or Pacific Islander	1	No					
White	4	No					
Two or More Races	1	No					
Socioeconomically Disadvantaged	406	Yes	732	759	5	-27	No
English Learners	233	Yes	665	701	5	-36	No
Students with Disabilities	48	No	670	635			

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2013 Growth API is posted even if a school or LEA had no 2012 Base API or if a school had significant population changes from 2012 to 2013. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data. "*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. "A" means the school or Student Groups scored at or above the statewide performance target of 800 in the 2012 Base. "B" means the school did not have a valid 2012 Base API and will not have any growth or target information. "C" means the school had significant demographic changes and will not have any growth or target information. "D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools. "|" means the school had some invalid data at the student group level and the California Department of Education cannot calculate a valid rank for this school.

Missing Statewide and Similar Schools Ranks – LEAs, Alternative Schools Accountability Model (ASAM) schools, and special education schools do not receive statewide or similar schools ranks. Schools with less than 100 valid test scores do not receive a similar schools rank.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2013 Growth API of 770 or a one-point increase from the 2012 Base API to 2013 Growth API for a school or LEA.

Two or More Races: – "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners students groups with missing API data and a "No" under the "Met Student Growth Target"

column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2012 Base API to the 2013 Growth API, or the LEA reported a potential data error with one or more these student groups. Demographic data corrections made through the California Longitudinal Pupil Achievement Data System (CALPADS) or assessment-related data corrections (such as statewide student identifiers or fields specific to the testing administration process) made through the testing contractor will be reflected in the updated API reports released in March 2014.

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2011-12 Accountability Progress Reporting (APR)



LEA List of Schools

County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

Middle

43-10439-0116814

2011-12 APR		2011-12 State API			2012 Federal AYP and PI			
	Summary	Glossary	Base	Guide	Growth	ΑΥΡ	PI	Guide

Met Growth Targets

Schoolwide:	Yes
All Student Groups:	No
All Targets:	No

Groups

CDS Code:

School Type:

	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Growth Target
Schoolwide	330		760	729	5	31	Yes
Black or African American	6	No					
American Indian or Alaska Native	0	No					
Asian	5	No					
Filipino	2	No					
Hispanic or Latino	313	Yes	758	722	5	36	Yes
Native Hawaiian or Pacific Islander	1	No					
White	1	No					
Two or More Races	2	No					
Socioeconomically Disadvantaged	319	Yes	758	730	5	28	Yes
English Learners	193	Yes	699	705	5	-6	No
Students with Disabilities	39	No	636	675			

Similar Schools	Media	n API	
	2012 <u>Growth</u> 722	2011 <u>Base</u> 703	Click on the median value heading to link to the list of 2011 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2011 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

- *** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.
- "A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.
- "B" means the school did not have a valid 2011 Base API and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from the 2011 Base API to 2012 Growth API for a school or LEA.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners student groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2011 Base API to the 2012 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in January 2013.

2012 -13 Accountability Progress Reporting (APR)

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School Report - Base API, Ranks, and Targets 2012 Base Academic Performance Index (API) Report California Department of Education Analysis, Measurement, & Accountability Reporting Division 6/25/2013

2012 Base API Links: School: ACE Charter School Demographic Characteristics LEA: Santa Clara County Office of E School Content Area Weights Similar Schools Report County: Santa Clara CDS Code: 43-10439-0116814 LEA List of Schools School Type: Middle County List of Schools (An LEA is a school district, county **Direct Funded Charter School: Yes** office of education, or statewide benefit charter)

					Deriei	it charter.	
2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2012 Statewide Rank: 4 2012 Similar Schools Rank: 8

	Number of Students Included in 2012 API	Numerically Significant	2012 Base	2012-13 Growth Target	2013 Target
Schoolwide	331		761	5	766
Black or African American	6	No			
American Indian or Alaska Native	0	No			
Asian	5	No			
Filipino	2	No			
Hispanic or Latino	314	Yes	759	5	764
Native Hawaiian or Pacific Islander	1	No			
White	1	No			
Two or More Races	2	No			
Socioeconomically Disadvantaged	320	Yes	759	5	764
English Learners	194	Yes	701	5	706
Students with Disabilities	39	No	635		

Click on column header to view notes.

Note: 2012 Base data are reported for all Student Groups with 11 or more students but only numerically significant Student Groups receive growth targets. Student Groups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API **or** (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50

students with valid STAR Program scores.

- "N/A" means a number is not applicable or not available due to missing data.
- "*" means this API is calculated for a small school or a small local educational agency (LEA), defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. Similar schools ranks are not calculated for small schools.
- "A" means the school or subgroup scored at or above the statewide performance target of 800 in 2012.
- **"B"** means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Rank information are not applicable to LEAs and ASAM schools. Growth and target information are not applicable to LEAs.
- "C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- "I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

Questions: Academic Accountability Team | aau@cde.ca.gov | 916-319-0863

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2012-13 Accountability Progress Reporting (APR)



Similar Schools Report 2012 Base Academic Performance Index (API) Report California Department of Education Analysis, Measurement, & Accountability Reporting Division 6/25/2013

2012 Base API Links:

School:ACE CharterLEA:Santa Clara County Office of ECounty:Santa ClaraCDS Code:43-10439-0116814School Type:Middle

Direct Funded Charter School: Yes

School Base API, Ranks, and Targets School Demographic Characteristics

School Content Area Weights

LEA List of Schools

County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

2012-1	2012-13 APR 2012-13 State API		2013 Federal AYP and PI				
Summary	Glossary	Base	Guide	Growth	ΑΥΡ	PI	Guide

		Rar	Ranks		Tar	gets
Number of Students Included in the 2012 API	2012 Base API	2012 Statewide Rank	2012 Similar Schools Rank	201	2-13 Growth Target	2013 API Target
331	761	4	8		5	766

"N/A"means a number is not applicable or not available due to missing data.

"A" means the school scored at or above the statewide performance target of 800 in 2012.

For a further description of similar schools, please refer to the 2012-13 APR Glossary-Base API.

The API scale is 200-1000. Only scores for students continuously enrolled in the school from the October 2011 California Longitudinal Pupil Achievement Data System (CALPADS) census date to the 2012 testing date without a gap in enrollment of more than 30 consecutive calendar days are included in the calculation.

Create and download a data file (delimited asci format) of these 100 similar schools.

100 Similar Schools

Listed alphabetically by county, school district, and school name.

CDS Code	County	School District	School	2012 Base API
01-61259-011277	1 Alameda	Oakland Unified	Alliance Academy	683
01-61259-606645	0 Alameda	Oakland Unified	Madison Middle	725
06-61614-610357	6 Colusa	Pierce Joint Unified	Lloyd G. Johnson Junior High	765

http://data1.cde.ca.gov/dataquest/Acnt2013/2012BaseSchSS.aspx?allcd...

07-61648-6061154	Contra Costa	Antioch Unified	P
07-61788-6061162	Contra Costa	Pittsburg Unified	Н
07-61788-6084966	Contra Costa	Pittsburg Unified	R
07-61796-6057236	Contra Costa	West Contra Costa Unified	P
10-62166-6057350	Fresno	Fresno Unified	V
10-62265-6006829	Fresno	Kings Canyon Joint Unified	N
13-63099-6008338	Imperial	Calexico Unified	D
13-63107-6008395	Imperial	Calipatria Unified	В
15-63321-6009021	Kern	Bakersfield City	C
15-63339-6009229	Kern	Beardsley Elementary	B
15-63461-0107987	Kern	Fairfax Elementary	F
15-63677-6111272	Kern	Mojave Unified	C
15-63362-6009930	Kern	Panama-Buena Vista Union	F
15-63578-6010003	Kern	Richland Union Elementary	R
15-63776-6010052	Kern	Southern Kern Unified	Τ
15-63834-6010227	Kern	Vineland Elementary	<u>s</u>
16-63891-6010359	Kings	Corcoran Joint Unified	J
19-64287-6011472	Los Angeles	Baldwin Park Unified	C
19-64592-6013965	Los Angeles	Hawthorne	Н
19-64634-6057749	Los Angeles	Inglewood Unified	C
19-64725-6015572	Los Angeles	Long Beach Unified	B
19-64725-6057806	Los Angeles	Long Beach Unified	J
19-64725-6057822	Los Angeles	Long Beach Unified	N
19-64733-0116533	Los Angeles	Los Angeles Unified	A
19-64733-0120048	Los Angeles	Los Angeles Unified	A
19-64733-6058036	Los Angeles	Los Angeles Unified	D
19-64733-6068431	Los Angeles	Los Angeles Unified	E
19-64733-6061451	Los Angeles	Los Angeles Unified	F
19-64733-0109884	Los Angeles	Los Angeles Unified	<u>J</u> ;
19-64733-6061519	Los Angeles	Los Angeles Unified	J
19-64733-6058127	Los Angeles	Los Angeles Unified	M
19-64733-0114959	Los Angeles	Los Angeles Unified	N
19-64733-6058218	Los Angeles	Los Angeles Unified	P
19-64733-6057905	Los Angeles	Los Angeles Unified	R
19-64733-0115261	Los Angeles	Los Angeles Unified	Τ
19-64733-6058333	Los Angeles	Los Angeles Unified	V
19-64733-6058184	Los Angeles	Los Angeles Unified	V
19-64733-6058374	Los Angeles	Los Angeles Unified	V
19-64733-0119735	Los Angeles	Los Angeles Unified	Y
19-64774-6115539	Los Angeles	Lynwood Unified	Η
19-64857-0105981	Los Angeles	Palmdale Elementary	D
19-64857-6115281	Los Angeles	Palmdale Elementary	<u>S</u>
19-64873-0119438	•	Paramount Unified	P
19-64907-6058507	Los Angeles	Pomona Unified	E
19-64907-6058515	Los Angeles	Pomona Unified	M
19-73452-6022248	Los Angeles	Rowland Unified	G
19-65037-6022859	Los Angeles	South Whittier Elementary	R
20-65243-0109694	Madera	Madera Unified	<u>J</u>
24-75317-6025423	Merced	Dos Palos Oro Loma Joint Unifi	B
24-73619-6103766	Merced	Gustine Unified	G
24-65771-6025704	Merced	Merced City Elementary	T
24-65862-6025811		Weaver Union	M
30-66431-6058820	Orange	Anaheim Union High	D

	Park Middle	737
	Hillview Junior High	734
	Rancho Medanos Junior High	735
	Pinole Middle	692
	Wawona Middle	739
	Navelencia Middle	799
	De Anza 9th Grade Academy	717
	Bill E. Young Jr. Middle	791
	Compton Junior High	757
	Beardsley Junior High	822
	Fairfax Middle	680
	California City Middle	656
1	Fred L. Thompson Junior High	748
	Richland Junior High	710
	Tropico Middle	703
	Sunset	659
	John Muir Middle	702
	Olive Middle	798
	Hawthorne Middle	781
	Crozier (George W.) Middle	732
	Butler Middle	754
	Jefferson Leadership Academies	736
	Marshall Academy of the Arts	763
	Alliance Christine O'Donovan Middle Acad	720
	Alliance College-Ready Middle Academy No	768
	David Wark Griffith Middle	735
	El Sereno Middle	725
	Foshay Learning Center	710
	James Jordan Middle	784
	James Madison Middle	743
	Marina del Rey Middle	730
	Monsenor Oscar Romero Charter Middle	754
	Pacoima Middle	726
	Richard E. Byrd Middle	746
	Thurgood Marshall Charter Middle	683
	Van Nuys Middle	751
	William Mulholland Middle	713
	Wilmington Middle	759
	Young Oak Kim Academy	695
	Hosler Middle	713
	Desert Willow Intermediate	712
	Shadow Hills Intermediate	781
	Paramount Park Middle	758
	Emerson Middle	701
	Marshall Middle	687
	Giano Intermediate	756
	Richard L. Graves Middle	764
	Jack G. Desmond Middle	691
Jnifi	Bryant Middle	666
	Gustine Middle	780
	<u>Tenaya Middle</u>	716
	Weaver Middle	797
	Dale Junior High	773

	_			
30-66431-6058887	•	Anaheim Union High	South Junior High	717
30-66431-6058895	U	Anaheim Union High	Sycamore Junior High	751
30-66506-6028104	-	Fullerton Elementary	Nicolas Junior High	773
30-66522-6028559	Orange	Garden Grove Unified	Leroy L. Doig Intermediate	775
30-66621-6061725	Orange	Orange Unified	Portola Middle	785
30-66647-0116525	Orange	Placentia-Yorba Linda Unified	Valadez Middle School Academy	756
30-66670-6061741	Orange	Santa Ana Unified	McFadden Intermediate	746
33-66985-6112080	Riverside	Banning Unified	Nicolet Middle	759
33-73676-6112874	Riverside	Coachella Valley Unified	Cahuilla Desert Academy Junior High	791
33-67082-0102780	Riverside	Hemet Unified	Diamond Valley Middle	746
33-67082-0116962	Riverside	Hemet Unified	Rancho Viejo Middle	761
33-67124-6110027	Riverside	Moreno Valley Unified	Palm Middle	759
33-67215-6059141	Riverside	Riverside Unified	Sierra Middle	809
33-67231-0114066	Riverside	Romoland Elementary	Boulder Ridge Middle	764
33-67249-6059166	Riverside	San Jacinto Unified	Monte Vista Middle	772
33-67249-6115125	Riverside	San Jacinto Unified	North Mountain Middle	786
33-75242-0112102	Riverside	Val Verde Unified	March Middle	812
33-75242-6111447	Riverside	Val Verde Unified	Tomas Rivera Middle	803
34-75283-6117527	Sacramento	Natomas Unified	Natomas Middle	743
34-67439-6059364		Sacramento City Unified	Will C. Wood Middle	763
		Adelanto Elementary	Mesa Linda Middle	718
36-67710-6059398		•	Alder Middle	798
36-67710-6108054	San Bernardino	Fontana Unified	Almeria Middle	757
36-75044-6059547			Hesperia Junior High	749
		Ontario-Montclair Elementary	Ray Wiltsey Middle	732
		Ontario-Montclair Elementary	Serrano Middle	786
		Ontario-Montclair Elementary	Vernon Middle	752
37-68098-6038194		Escondido Union	Del Dios Middle	740
37-68205-6038640	•	Lemon Grove	Palm Middle	754
37-68338-6059588	•	San Diego Unified	Bell Middle	745
37-68338-0111906	-	San Diego Unified	King-Chavez Preparatory Academy	705
37-68411-6059752	-	Sweetwater Union High	Castle Park Middle	796
37-68411-6062012	•	Sweetwater Union High	Southwest Middle	739
39-68585-6107114	-	Lodi Unified	Delta Sierra Middle	718
43-69369-6068910	-	Alum Rock Union Elementary	Joseph George Middle	732
43-69369-6089270		Alum Rock Union Elementary	Ocala Middle	757
43-69617-6048037		Mt. Pleasant Elementary	August Boeger Middle	756
43-69666-6062103		San Jose Unified	Peter Burnett Middle	734
43-10439-0116814		Santa Clara County Office of E		761
43-10439-0123257		•	Downtown College Prep - Alum Rock	795
50-71043-6112346		Ceres Unified	Blaker-Kinser Junior High	750
50-71043-0123679		Ceres Unified	Cesar Chavez Junior High	742
54-72272-6054761		Woodlake Union Elementary	Woodlake Valley Middle	739
56-72538-6111850		Oxnard	Robert J. Frank Intermediate	739
58-72736-6056790		Marysville Joint Unified	Yuba Gardens Intermediate	709
50-12130-0030190	iuva			109

Questions: Academic Accountability Team | aau@cde.ca.gov | 916-319-0863.

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Santa Clara County Office of E

2010 -11 Accountability Progress Reporting (APR)



School:

County:

CDS Code:

School Type:

LEA:

School Report - API Growth and Targets Met 2011 Growth Academic Performance Index (API) Report California Department of Education Analysis, Measurement & Accountability Reporting Division 8/13/2012

2011	Growth API Li	nks:
	School Chart	

School Demographic Characteristics

School Content Area Weights

LEA List of Schools

County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: Yes

Middle

ACE Charter

Santa Clara

43-10439-0116814

2010-11 APR 20		2010-11 State API		2011 Federal AYP and PI			
Summary	Glossary	Base	Guide	Growth	АҮР	PI	Guide

Met Growth Targets

Schoolwide:	No
All Student Groups:	No
All Targets:	No

Groups							
	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Student Groups Growth Target
Schoolwide	268		729	744	5	-15	
Black or African American	0	No					
American Indian or Alaska Native	0	No					
Asian	1	No					
Filipino	0	No					
Hispanic or Latino	253	Yes	722	740	5	-18	No
Native Hawaiian or Pacific Islander	0	No					
White	0	No					
Two or More Races	0	No					
Socioeconomically Disadvantaged	267	Yes	730	744	5	-14	No
English Learners	207	Yes	705	729	5	-24	No
Students with Disabilities	35	No	675	639			

Similar Schools Report

Similar Schools

Median API

Click on the median value heading to link to the list of 2010

2011	2010
Growth	Base
720	708

Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2010 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A"means a number is not applicable or not available due to missing data.

- means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2010 or 2011. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.
- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2010.
- "B" means the school did not have a valid 2010 Base API and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- **"D"** means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2011 Growth API of 710 or a one-point increase from the 2010 Base API to 2011 Growth API for a school or LEA.

Missing All Subgroup Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Subgroup Data – Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "No" under the "Met Subgroup Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in February 2012.

DataQuest home > Select School > School Reports > Current Page

2011-12 Accountability Progress Reporting (APR)



Similar Schools Report 2011 Base Academic Performance Index (API) Report California Department of Education Analysis, Measurement, & Accountability Reporting Division 6/14/2012

2011 Base API Links:

School:ACE CharterLEA:Santa Clara County Office of ECounty:Santa ClaraCDS Code:43-10439-0116814School Type:Middle

Direct Funded Charter School: Yes

School Base API, Ranks, and Targets School Demographic Characteristics

School Content Area Weights

LEA List of Schools

County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

2011-1	2011-12 APR 2011-12 State API			2011-12 State API		012 Federal AYP and	I PI
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

		Ranks		[Tar	gets
Number of Students Included in the 2011 API	2011 Base API	2011 Statewide Rank	2011 Similar Schools Rank	_	2011-12 Growth Target	2012 API Target
268	729	3	8		5	734

"N/A"means a number is not applicable or not available due to missing data.

"A" means the school scored at or above the statewide performance target of 800 in 2011.

For a further description of similar schools, please refer to the 2011-12 APR Glossary-Base API.

The API scale is 200-1000. Only scores for students continuously enrolled in the school from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) census date to the 2011 testing date without a gap in enrollment of more than 30 consecutive calendar days are included in the calculation.

Create and download a data file of these 100 similar schools.

100 Similar Schools

Listed alphabetically by county, school district, and school name.

CDS Code	County	School District	School	2011 Base API
01-61192-6056972	Alameda	Hayward Unified	Winton Middle	672
01-61259-6111660	Alameda	Oakland Unified	Oakland Charter Academy	932
01-61259-6057095	Alameda	Oakland Unified	Westlake Middle	715
04-61507-6003230	Butte	Oroville City Elementary	Central Middle	756

07-61754-6004196 Contra Costa	Mt. Diablo Unified	Oak Grove Middle	639
07-61796-6057228 Contra Costa	West Contra Costa Unified	Helms Middle	655
10-62166-6112882 Fresno	Fresno Unified	Elizabeth Terronez Middle	620
10-62166-6057293 Fresno	Fresno Unified	Fort Miller Middle	663
10-62166-6057350 Fresno	Fresno Unified	Wawona Middle	678
13-63214-6106298 Imperial	San Pasqual Valley Unified	San Pasqual Middle	655
15-63313-6008817 Kern	Arvin Union Elementary	Haven Drive Middle	699
15-63321-6009005 Kern	Bakersfield City	Curran Middle	659
15-63503-6009567 Kern	Greenfield Union	Greenfield Middle	732
15-63560-6009690 Kern	Lamont Elementary	Mountain View Middle	692
15-63362-6009930 Kern	Panama-Buena Vista Union	Fred L. Thompson Junior High	731
16-63917-6112379 Kings	Hanford Elementary	John F. Kennedy Junior High	769
19-64279-6011225 Los Angeles	Azusa Unified	Center Middle	714
19-73437-6057558 Los Angeles	Compton Unified	Bunche Middle	662
19-73437-6066732 Los Angeles	Compton Unified	Davis Middle	639
19-73437-6061261 Los Angeles	Compton Unified	Roosevelt Middle	715
19-73437-6057582 Los Angeles	Compton Unified	Whaley Middle	609
19-64477-6108294 Los Angeles	Eastside Union Elementary	Gifford C. Cole Middle	692
19-64592-6014021 Los Angeles	Hawthorne	Bud Carson Middle	785
19-64634-6057749 Los Angeles	Inglewood Unified	Crozier (George W.) Middle	705
19-64667-6113294 Los Angeles	Lancaster Elementary	New Vista Middle	685
19-64725-6061345 Los Angeles	Long Beach Unified	Franklin Classical Middle	687
19-64725-6057806 Los Angeles	Long Beach Unified	Jefferson Leadership Academies	682
19-64725-6057848 Los Angeles	Long Beach Unified	Stephens Middle	715
19-64733-6057913 Los Angeles	Los Angeles Unified	Andrew Carnegie Middle	713
19-64733-6057889 Los Angeles	Los Angeles Unified	Belvedere Middle	704
19-64733-6061402 Los Angeles	Los Angeles Unified	Berendo Middle	700
_	-		692
19-64733-6057947 Los Angeles	Los Angeles Unified	Christopher Columbus Middle	
19-64733-0120030 Los Angeles	Los Angeles Unified	College Ready Middle Academy #4	786
19-64733-0112433 Los Angeles	Los Angeles Unified	Frederick Douglass Academy Middle Glenn Hammond Curtiss Middle	692
19-64733-6066294 Los Angeles	Los Angeles Unified	Jack H. Skirball Middle	706
19-64733-0111518 Los Angeles	Los Angeles Unified		700
19-64733-6057855 Los Angeles	Los Angeles Unified	John Adams Middle	711
19-64733-6058127 Los Angeles	Los Angeles Unified	Marina del Rey Middle	741
19-64733-6058135 Los Angeles	Los Angeles Unified	Mark Twain Middle	703
19-64733-6058218 Los Angeles	Los Angeles Unified	Pacoima Middle	716
19-64733-6058317 Los Angeles	Los Angeles Unified	Robert Louis Stevenson Middle	644
19-64733-0117044 Los Angeles	Los Angeles Unified	Roy Romer Middle	713
19-64733-0119701 Los Angeles	Los Angeles Unified	Sal Castro Middle	698
19-64733-6058283 Los Angeles	Los Angeles Unified	San Fernando Middle	674
19-64774-6115539 Los Angeles	Lynwood Unified	Hosler Middle	691
19-64808-6058408 Los Angeles	Montebello Unified	Bell Gardens Intermediate	700
19-64808-6085682 Los Angeles	Montebello Unified	Suva Intermediate	724
19-64840-6021075 Los Angeles	Norwalk-La Mirada Unified	Nettie L. Waite Middle	710
19-64857-6021174 Los Angeles	Palmdale Elementary	Mesa Intermediate	743
19-64873-0119438 Los Angeles	Paramount Unified	Paramount Park Middle	753
19-64881-6021752 Los Angeles	Pasadena Unified	Washington Middle	667
19-64907-6058507 Los Angeles	Pomona Unified	Emerson Middle	664
19-64907-6061642 Los Angeles	Pomona Unified	Palomares Academy of Health Services	640
19-64907-6058523 Los Angeles	Pomona Unified	Simons Middle	687
19-65151-6106561 Los Angeles	Wilsona Elementary	Challenger Middle	731
24-65870-6109425 Merced	Winton Elementary	Winton Middle	804
27-66050-6026124 Monterey	King City Union	Chalone Peaks Middle	686

27-66092-6058739	Monterey	Monterey Peninsula Unified	Seaside Middle	688
30-66431-6058887	Orange	Anaheim Union High	South Junior High	707
30-66431-6058895	Orange	Anaheim Union High	Sycamore Junior High	725
30-66621-6061725	Orange	Orange Unified	Portola Middle	737
30-66621-6061733	Orange	Orange Unified	Yorba Middle	741
30-73643-6085377	Orange	Tustin Unified	A. G. Currie Middle	754
33-66977-6031595	Riverside	Alvord Unified	Wells Middle	737
33-67082-0102780	Riverside	Hemet Unified	Diamond Valley Middle	743
33-67173-6108443	Riverside	Palm Springs Unified	Desert Springs Middle	677
33-67207-6106223	Riverside	Perris Union High	Pinacate Middle	664
33-75242-0112102	Riverside	Val Verde Unified	March Middle	769
34-67314-6059174	Sacramento	Elk Grove Unified	James Rutter Middle	680
34-76505-6059232	Sacramento	Twin Rivers Unified	Foothill Ranch Middle	625
36-67587-6116370	San Bernardino	Adelanto Elementary	Mesa Linda Middle	683
36-67710-6059398	San Bernardino	Fontana Unified	Alder Middle	789
36-67710-6113351	San Bernardino	Fontana Unified	Harry S. Truman Middle	738
36-67819-6036206	San Bernardino	Ontario-Montclair Elementary	De Anza Middle	703
		Ontario-Montclair Elementary	Ray Wiltsey Middle	710
		Ontario-Montclair Elementary	Serrano Middle	739
		Ontario-Montclair Elementary	Vernon Middle	711
		San Bernardino City Unified	Serrano Middle	708
		San Bernardino City Unified	Shandin Hills Middle	691
37-67991-6037584		Cajon Valley Union	Cajon Valley Middle	703
37-67991-6037626	San Diego	Cajon Valley Union	Emerald Middle	693
37-68098-6038210	San Diego	Escondido Union	Mission Middle	725
37-68338-6114060	-	San Diego Unified	Clark Middle	690
37-68338-6059679	San Diego	San Diego Unified	Montgomery Middle	745
37-68338-6059703	-	San Diego Unified	Roosevelt International Middle	772
38-68478-0101337	San Francisco	San Francisco Unified	KIPP Bayview Academy	865
42-69120-6046015	Santa Barbara	Santa Maria-Bonita	Fesler (Isaac) Junior High	725
43-69369-6046148	Santa Clara	Alum Rock Union Elementary	Clyde L. Fischer Middle	712
43-69369-6046197	Santa Clara	Alum Rock Union Elementary	Lee Mathson Middle	672
43-10439-0116814	Santa Clara	Santa Clara County Office of E	ACE Charter	729
44-69799-0109595	Santa Cruz	Pajaro Valley Unified	Cesar E. Chavez Middle	695
44-69799-6112841	Santa Cruz	Pajaro Valley Unified	Lakeview Middle	721
48-70581-6062129	Solano	Vallejo City Unified	Franklin Middle	696
50-71043-6112346	Stanislaus	Ceres Unified	Blaker-Kinser Junior High	714
54-72199-6112510	Tulare	Terra Bella Union Elementary	Carl Smith Middle	689
54-72231-6054456	Tulare	Tulare City	Mulcahy Middle	750
56-72462-6055032		Hueneme Elementary	Charles Blackstock Junior High	720
56-72512-6084891		Ocean View	Ocean View Junior High	698
56-72538-6055305		Oxnard	Richard B. Haydock Intermediate	690
56-72652-6062152	Ventura	Ventura Unified	De Anza Academy of Technology and the Ar	705
57-72694-0115329		Washington Unified	West Sacramento Early College Prep Chart	643
		0		-

Questions: Academic Accountability Team | <u>aau@cde.ca.gov</u> | 916-319-0863.

2011 -12 Accountability Progress Reporting (APR)

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School Report - Base API, Ranks, and Targets 2011 Base Academic Performance Index (API) Report California Department of Education Analysis, Measurement, & Accountability Reporting Division 6/14/2012

2011 Base API Links: School Demographic Characteristics

School:ACE CharterLEA:Santa Clara County Office of ECounty:Santa ClaraCDS Code:43-10439-0116814School Type: Middle

Direct Funded Charter School: Yes

School Content Area Weights Similar Schools Report

LEA List of Schools

County List of Schools

(An LEA is a school district, county office of education, or statewide

2011-	12 APR	2011-12 State API			PR 2011-12 State API 2012 Federal AYP and PI				
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide		

2011 Statewide Rank: 3 2011 Similar Schools Rank: 8

	Number of Students Included in 2011 API	Numerically Significant	2011 Base	2011-12 Growth Target	2012 Target
Schoolwide	268		729	5	734
Black or African American	0	No			
American Indian or Alaska Native	0	No			
Asian	1	No			
Filipino	0	No			
Hispanic or Latino	253	Yes	722	5	727
Native Hawaiian or Pacific Islander	- 0	No			
White	0	No			
Two or More Races	0	No			
Socioeconomically Disadvantaged	267	Yes	730	5	735
English Learners	207	Yes	705	5	710
Students with Disabilities	35	No	675		

Click on column header to view notes.

Note: 2011 Base data are reported for all Student Groups with 11 or more students but only numerically significant Student Groups receive growth targets. Student Groups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API **or** (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

- "*" means this API is calculated for a small school or a small local educational agency (LEA), defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. Similar schools ranks are not calculated for small schools.
- "A" means the school or subgroup scored at or above the statewide performance target of 800 in 2011.
- **"B"** means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Rank information are not applicable to LEAs and ASAM schools. Growth and target information are not applicable to LEAs.
- "C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- "I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

Questions: Academic Accountability Team | aau@cde.ca.gov | 916-319-0863

Appendix D Schedule and Calendar



ACE Empower Academy 2015-2016 Academic Year Bell Schedule Monday, Tuesday & Wednesday

Full Day Schedule						
Homeroom Time	8:00am - 8:15am					
1 st	8:17am - 9:07am					
2 nd	9:09am -9:59am					
Break	9:59am -10:09am					
3 rd	10:11am -11:01am					
4 th	11:03am -11:53pm					
Lunch for 5 th & 6 th Grade	11:53pm - 12:23pm					
SSR for 7 th & 8 th Grade	11:53pm – 12:23pm					
Lunch for 7 th & 8 th Grade	12:25pm - 12:55pm					
SSR for 5 th & 6 th Grade	12:25pm – 12:55pm					
5 th	12:57pm -1:47pm					
PM Homeroom	1:49pm -2:04pm					
Advisory	2:04 pm – 2:54 pm					
Afterschool Program	2:56pm – 6:00pm					
Thursday Minimum						
Homeroom	8:00am - 8:10am					
1 st	8:12am - 8:57am					
2 nd	8:59am – 9:44am					
Break	9:44am -9:49am					
3 rd	9:51am -10:36am					
4 th	10:38am -11:23pm					
Lunch for 5 th & 6 th Grade	11:23pm - 11:48pm					
SSR for 7 th & 8 th Grade	11:23pm – 11:48pm					
Lunch for 7 th & 8 th Grade	11:50pm – 12:15pm					
SSR for 5 th & 6 th Grade	11:50pm – 12:15pm					
5 th	12:17pm -1:02pm					
Advisory/Launch	1:04pm – 1:54pm					
Afterschool Program	1:56pm – 6:00pm					
Friday Full Day	y Schedule					
Homeroom Time	8:00am - 8:15am					
1 st	8:17am - 9:02am					
2 nd	9:04am - 9:49am					
Break	9:49am -9:59am					
3 rd	10:01am -10:46am					
4 th	10:48am -11:33am					
Lunch for 5 th & 6 th Grade	11:33am - 12:03pm					
SSR for 7 th & 8 th Grade	11:33am – 12:03pm					
Lunch for 7 th & 8 th Grade	12:05pm – 12:35pm					
SSR for 5 th & 6 th Grade	12:05 pm – 12:35pm					
5 th	12:37pm -1:22pm					
Advisory	1:24pm -2:09pm					
Enrichment	2:11pm -2:54pm					
Afterschool Program	2:56pm – 6:00pm					

ACE Charter Schools

2015-2016 School Calendar

July 2015								
Su	Μ	Τu	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	SD	SD	SD	SD			

FULL PART SAT SCH PD WK

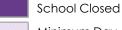
October 2015								
Su	Μ	Τυ	W	Th	F	Sa		
				1	2	3		
4	5	6	7	8	SD	10		
11	12	13	14	15	16	17		
18	19	` 20´	`Z1^`	\ 22	`23 ⁄	24		
25	26	27	28	29	30	31		
		DADT	C V L	SCH	DD	VA/V		

FULL PART SAT SCH PD WK

January 2016										
Su	Μ	Τυ	W	Th	F	Sa				
					1	2				
3	SD	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										
	ELULI		C ^ T	SCU.	סס	VA/V				

FULL PART SAT SCH PD WK

	14	4	0	18	1	19				
April 2016										
Su M Tu W Th F Sa										
					1	2				
3	4	5	6	7	SD	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				



Minimum Day

SD Staff Development (no school for students)

- **Report Cards**
- First and Last Day of School
- Exhibitions of Learning
- Student-Led Conferences

August 2015										
Su	Μ	Τυ	W	Th	F	Sa				
						1				
2	SD	SD	SD	SD	SD	8				
9	SD	SD	SD	SD	SD	15				
16		18	19	20	21	22				
23	24	25	26	27	28	29				
30	31									
	FULL	PART	SAT	SCH	PD	WK				

FULL PART SAT SCH PD WK

	5	6	0	11	10	21					
November 2015											
Su	Μ	Τυ	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					

n

	14	<u> </u>	U	17	U	17				
	February 2016									
Su	Μ	Τυ	W	Th	F	Sa				
	1	2	3	4	5	6				
7	8	9	10	11	SD	13				
14	15	16	17	18	19	20				
21	22	23	24	25	26	27				
28	29									
	E 1111	DADT	CAT	COLL		14/1/				

FULL PART SAT SCH PD WK

	12	3	0	15	1	16				
	May 2016									
Su	Μ	Τυ	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				
	17	4	0	21	0	21				

September 2015 Sυ Μ Tυ W Th F Sa

	20	21	30			
07	28	20	30			
20	21	22	23	24	25	26
13	14	15	16	17	18	19
6	7	8	9	10	11	12

FULL PART SAT SCH PD WK

	17	4	0	21	0	21				
	December 2015									
Su	Μ	Τυ	W	Th	F	Sa				
		1	2	3	4	5				
6	7	8	9	10	11	12				
13	14	15	16	17	SD	19				
20	21	22	23	24	25	26				
27	28	29	30	31						
	FULL	PART	SAT	SCH	PD	WK				

March 2016								
Su	Μ	Τυ	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				
	ELILL		C A T	SCU		MIK		

FULL PART SAT SCH PD WK

June 2016 Su Μ Tυ W Th F Sa SD FULL PART SAT SCH PD WK

Full Days	134
Minumum Days	46
Total School Days	180
Saturday School	0
PD Days	21
TOTAL work days	201

Saturday School

Appendix E Culture Calendar

ACE Empower Academy 2015- 2016 School Culture Calendar						
	Level	August 2015	Level	September 2015	Level	
28 th -31 st - Staff Development	Staff	 11th - 5th/6th grade Orientation @ 5pm 12th - 7th/8th grade Orientation @ 5pm 3rd -14th - Staff Development 17th - First day of school @ 8am 13th - Gorilla Gathering @ 6pm 28th - Cafecito (8:30-9:30 AM) 	ALL ALL Staff ALL ALL Parents	 7th – Labor Day/ No school 10th – Career Thursday 22nd – Back to School Night @ 5pm 25th - Cafecitos (8:30-9:30AM) 25th – Parent Workshop @ 6:30pm 25th - Ganas Store @ 3pm 29th - Parent Leader Meeting @ 5:30pm 	OFF Students ALL Parents Parents Students P. Leaders	
October 2015	Level	November 2015	Level	December 2015	Level	
 9th - Staff Development 9th - No School for Students 15th - Cancer Awareness Thursday 19th-23rd - Student Led Conferences 23rd - Ganas Store @ 3pm 23rd - Cafecito (8:30-9:30 AM) 23rd - Parent Workshop @ 6:30pm 27th - Parent Leader Meeting @ 5:30pm 30th - Day of the Dead 30th - Fall Dance @ 6-8pm 	Staff Students Staff Students Parents Parents P. Leaders ALL Students	 11th —Veterans Day/No School 12th - Sport Thursday 16th -20th - Spirit Week 17th - Parent Leader Meeting @ 5:30pm 20th - Cafecito (8:30-9:30AM) 20th - Parent Workshop @6:30pm 20th - Ganas Store 24th - Staff Thanksgiving Dinner 25th -27th - Thanksgiving/ No School 	OFF Students Students P. Leaders Parents Parents Students ALL OFF	 15th – Parent Leadership Meeting 11th – Cafecito (8:30-9:30 AM) 11th – Parent Workshop @ 6:30pm 17th – Winter Thursday 17th – Winter Ball Dance 18th – Staff PD/ Winter Celebration 18th – 31st - No School / Winter Break 	P. Leaders Parents Parents Students Students ALL OFF	
January 2016	Level	February 2016	Level	March 2016	Level	
 1^{st-} 4th – No School / Winter Break 4th – Staff PD 	OFF	9 th - Grow Everyone Every Day NWEA 1.5 Celebration	ALL	 2nd – Read Across America Day 10th – Pi Day/Advisory 	ALL Students	
 14th - Teacher Thursday 18th - MLK Birthday/ No School 29th - Cafecito (8:30-9:30AM) 29th - Parent Workshop @6:30pm 29th - Ganas Store 26th - Parent Leader Meeting 	Staff Students OFF Parents Parents Students P. Leaders	 8th-11th Student Led Conferences 11th - V-Day Thursday 11th- Valentines Dance 12th - Staff Development 12th-19th - No School 23rd - Parent Leader Meeting 26th - Cafecito (8:30-9:30 AM) 26th - Parent Workshop @ 6:30pm 26th - Ganas Store 	ALL Students Staff OFF P. Leaders Parents Parents Students	 11th - No School 17th - Green Thursday 25th - Cafecito (8:30-9:30 AM) 25th - Parent Workshop @ 6:30pm 29th - Parents Leader Meeting 30rd - Cesar Chavez Day/Advisory 31st - Ganas Store 	OFF Students Parents Parents P. Leaders ALL Students	
 18th - MLK Birthday/ No School 29th - Cafecito (8:30-9:30AM) 29th - Parent Workshop @6:30pm 29th - Ganas Store 	Students OFF Parents Parents Students	 11th - V-Day Thursday 11th- Valentines Dance 12th - Staff Development 12th-19th - No School 23rd - Parent Leader Meeting 26th - Cafecito (8:30-9:30 AM) 26th - Parent Workshop @ 6:30pm 	Students Staff OFF P. Leaders Parents Parents	 17th - Green Thursday 25th - Cafecito (8:30-9:30 AM) 25th - Parent Workshop @ 6:30pm 29th - Parents Leader Meeting 30rd - Cesar Chavez Day/Advisory 	Students Parents Parents P. Leaders ALL	

Book fair ** Dances ** Talent Show ** Science Fair Night ** Dance Committee ** Spirit Week ** Parent Workshops ** Secret Santa ** Parent Appreciation ** Quarterly Staff Team Building Events/retreats...etc....

Appendix F Personalized Learning Plan

lame _____ Advisor _____

HUMANITIE	S				MATH					SCIENCE				
	Fall	Winter	Spring	1.5 GOAL		Fall	Winter	Spring	1.5 GOAL		BM #1	BM #2	BM #3	BM ;
					Grade Level					Benchmark				
Lexile Level (Achieve3000)					(NWEA)					Science Grade				
Grade Level					Benchmark	BM #1	BM #2	BM #3	BM #4	Grade Point			Lagand	
(NWEA)										Average (GPA)	Fall	Spring	<u>Legend</u> 4 = A	
Achieve 3000 Articles				8 th = 80 7 th = 70	Math Grade					ELA			4 = A 3 = B 2 = C 0 = F	
Completed				$6^{th} = 60$ $5^{th} = 50$									4.0 (All A's)	
Benchmark	BM #1	BM #2	BM #3	BM #4						Math			3.5 (Mostly	
										Science			A's) 3.0 (All B's)	
ELA Grade										Total sum for			(College	
										classes Divide by total			preferred) 2.5 (Mostly B's)
										number of classes			2.0 (All C's)	,
										Multiply by 100			Anything below is not college ready	

ACADEMIC SKILLS and BEHAVIOR

CORE VALUES

In my opinion, I would give myself the following scores based on how well I model our core values:

(4 = outstanding, 3 = good, 2 = needs improvement, 1 = unacceptable)

For the core value of	l give myself a	because
RESPECT		
PRIDE		
GANAS		

RPG Never Sometimes Almost Always Always 1) I speak and listen respectfully to teachers and peers at all times. 2) I show respect by encouraging my peers. 3) I respect all school and personal property. 4) I stand up for what is right and/or for others in class. 5) I demonstrate organization and neatness with my materials throughout class. 6) I actively participate and take risks. 7) I demonstrate problem solving skills during class and do not give up. 8) I demonstrate I have studied and prepared for the each lesson everyday.

PAYCHECK

	In October, I have…	In March, I have
Paycheck total		
Attendance (Excused/Unexcused Absences/Tardies)		
Detentions		
Referrals		
Suspensions		

Appendix G

Parent Leadership Council Agenda, Minutes



ACE Empower Parent Leadership Meeting: Tuesday, September 29 @ 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.

Time Keeper / Tomar Tiempo: Garcia

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.

Note Taker / Tomar Notas: Orozco

Time		
5:30	 Registration / Registración Welcome & Introductions / <i>Bienvenida y Presentaciones</i> Purpose / <i>Propósito</i> 	Vu Long Mia-Ramzan
5:40	 Activity / Actividad Draw a picture, using images and/or words, of where you grew up Haga un dibujo, usando imágenes y/o palabras, del lugar donde creció 	Garcia
5:50	Mission Statement / Misión	Parent
5:55	Reports / Reportes Principal's Report / Reporte del Director	Vu Long Mia-Ramzan
6:05	• Topic / Tema Parent Leadership at ACE Empower Academy for 2015-2016 El Liderazgo de Padres en ACE Empower Academy para 2015-2016	Ramos
6:20	Next Steps / Próximos Pasos	Ramos
6:25	Evaluation / Evaluación	Ramos
6:30	 Calendar / Calendario Thursday, October 22nd – Parent Workshop @ 6:30pm Friday, October 23rd – Cafecito @ 8:30am, Workshop Wednesday, October 28th – Growth Cycle (Ciclo De Crecimiento) Next Parent Leadership Meeting / Próxima Reunión de Padres Lideres Tuesday, October 27th @ 5:30pm 	Ramos

Notes / Notas:

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

Empower Parent Leadership Meeting #1 September 29th Notes: Ms. Orozco

5:40-5:45 Activity - growing up, picture

5:47-5:49 Parents share activity with each other

5:50-5:53 Individual sharing Jose Luis- "Music Defines Me" Ms. P- "I was scared to walk to school"

5:54-5:55 Mission Statement (read by a mom)

5:55-6:00PM ANET and CELDT testing Principal's update - Data will be available in 2 weeks, we will see student progress. This information will guide students going forward.

6:00-6:33 What is a parent leader? What have we done in the past? -Work together -Grow together -Develop a plan -Build Trust

Question- What do you parents think?

-"It's a good idea, but can people keep the issues a priority?"

-"I think it will work if we really do what we are supposed to do."

What is the expectation (for those who become PL?) - It is vital that we keep student/parent, parent/student, teacher/parent communication ongoing.

Training - Types of meetings

Coffee with the Principal - informal Participants - parents and admin Purpose - A time and space to talk about topics that concern you (ex: traffic) A place to communicate with Principal, School Leaders Community Meetings/ potlucks/ workshops are open to anyone. They are meant to build relationships.

What does a Parent Leader do?

- Focus is partnership with School Leadership
- Advisory group to academic initiatives
- Growth Cycle Audit, Strategic Plan, LCAP
- Single Plan for Student Achievement
- GOALS >>>Solutions>>>Outcomes
- Must be willing to work with others

There must be parent to parent communication (this is not about our private agenda)

Next Meeting - Invite Harpreet to talk about school app. before going live Parent app – Family Link – communication tool so parents are engaged in student success.

Should we have a "Concilio"

- 5 ACE schools
- 2 representative from each school meet once a month
- You will report about your own school, and then go back to PL group and report back.

Why this is good

- To be informed of what the other schools are doing, what works what doesn't
- Share ideas
- Grow ACE community
- Prevent overlapping of events and meetings

Negatives - gossip and funding

6:35-6:41 Evaluation

Issue put forward- Moving meeting to 1 ½ hours motion----- ACCEPTED

What worked

- Meeting one another
- Establishing relationships
- Planning
- Agreeing on next steps
- Clarifying expectation
- Food
- Kid Assistance

Deltas

• Start announcing meeting sooner



ACE Empower Parent Leadership Meeting: Tuesday, October 27 @ 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 / <i>Bienvenida y Presentaciones</i> Purpose / <i>Propósito</i> 	Mia-Ramzan
5:40	Activity / Actividad Norms / Normas	Garcia
5:50	Mission Statement / Misión	Parent
5:55	 Reports / Reportes Principal's Report / Reporte del Director (Cycle 1 Data / Datos de Ciclo 1) 8th grade Committee Report / Reporte del Comité de promoción Coffee with the Principal Report / Reporte del Cafecito 	Vu Long Pinedo Parent
6:05	 Topic / Tema Architect / Arquitecto Family Link app – Communication with parents for student success Family Link – Comunicación con padres pare el éxito estudiantil 	Ramos ARTIK Garcia Gill
6:40	Next Steps / Próximos Pasos	Ramos
6:45	Evaluation / Evaluación	Ramos
6:55	 Calendar / Calendario Wednesday, October 28th – Growth Cycle (Ciclo De Crecimiento) Thursday, November 19th – Parent Workshop @ 6:30pm Friday, November 20th – Cafecito @ 8:30am Next Parent Leadership Meeting / Próxima Reunión de Padres Lideres Tuesday, November 17th @ 5:30pm 	Ramos

Notes / Notas:

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

Beatriz Orozco:

5:37 Call to order - Introductions

5:40 Creation of Meeting Norms. Parents share out ideas. Vote - Meeting norms pass unanimously.

- 1. Respect when anyone is talking. NO talking over anyone else
- 2. Stay committed/ consistent
- 3. Be on time!
- 4. Stay positive
- 5. Student first mentality
- 6. Look for any and ALL solutions

5:46 ACE Mission statement - Read by parent

5:48 Reports

Principal's Report: ANet graphs and explanations. Break down of Empower by grades, Breakdown of Empower compared to other ACE campuses.

8th Grade Committee Report:

Fundraiser - Options were presented to parents, expenses were discussed no final word yet*

Options: Quermes, Flea Market, or Selling Food

*We do know Mrs. Olga has donated the hall for the dance.

Cafecito Report:

-Uniforms - Parents need to support uniform enforcement

-Benchmarks - What are they and why they matter

-Testing - Will take place as soon as we return from Thanksgiving break

-Detention - Morning tardies have quickly decreased

6:02 Topic #1 - Multi-Purpose Room (O'Farrell)

-Money had been granted

-Safety first

-lt's a go!

-Approval must come from District, and ACE Board

-Summer start, completion by Jan 2017 at worst. Ideal is in 2016.

-Presentation of multi-use building graphic

Note: Any plans for the multi-purpose room have to be approved by the Alum Rock Board and the ACE Charter Board.

6:12 App intro- Angelina takes over notes

Angelina Ramos:

Topic: Family Link app (Facilitator Harpreet Gill - Data, Analytics and Information)

- This process is going to take a few months, but we need your ideas and input, we are building this app for you and your kids, so it is important that we hear from you.
- You are building this app also. It needs to be useful to you.
- To start, we are going to ask that you get into groups, and write down as many ways as you can think of: *How do you know when your child is doing well* (4-5 ways of how you know if your children are doing well).
- Answers:
 - Phone calls, automated one-calls (like for Detention)
 - Teacher meetings
 - Info at Conferences: Reading Levels/Charts
 - Calls from Teachers telling parents that kids are having problems with a subject GPA, along the way
 - Progress reports
 - Achieve 3000, from what the kids are telling them
- Shangrila says: Empower has a "Data Dashboard" it has absences, tardies, kickboard data, homework, NWEA. Things that have an impact on your kids and their success. And we want to get GPA on there. "Promedio."
- Family Link came from the idea that Parents need to have the info that the school has
- So we are going to collect info from all of the Parent Leadership groups at all of the schools, so that we build the app the best way we can for parents, so all the data is available.
- What else do parents want to see on the app:
- Answers:
 - Kickboard and behavior info
 - Be able to print the missing homework
 - We would like to know if they turn in their Homework or not
- Mr. Gill says: Imagine that you can go on the website and you look at the info and the info is not that great. That your child is not doing well. What would you like to see on the website that would allow you to get the help that you need?
- Answers:
 - Which teacher they are having trouble with. Who is the teacher?
 - -Information of the teacher they are having trouble with, like their email or their phone number.
 - -Teachers give a list of the things that the kid is missing in their class.
 - -Videos on how to help with math.
 - -Missing assignments.
 - -Recommendations for practicing Science on a website, or Achieve for English, or Khan for Math.

-Agenda and notes of the meetings

- -Fechas de actividades de cosas de ACE (Dates of ACE events and meetings)
- Next Steps: Mr. Gill will gather info from all of the Parent Leadership groups and start building a prototype. Then he can come back to get feedback in order to start on phase
 2
- Architect will get back to us with plans in approx 3 months
- Parents interested in Concilio are: Angel Martinez, Lourdes Cortes, Laura Villa
- Interested in Board of Directors: Angel Martinez
- Parents sign up for Growth Cycle for next month

Evaluation

- Plusses: Update on Multi-purpose room, Principal's report with data, Work on Family Link app project
- Deltas: Would have liked to have seen more parents attend, One-call go out? Perhaps a Personal Call is better for Parent Leadership group. Or a text to all?



ACE Empower Parent Leadership Meeting: Tuesday, November 17th @ 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 / <i>Bienvenida y Presentaciones</i> Purpose / <i>Propósito</i> 	Mia-Ramzan
5:40	Activity / Actividad	Ramos
5:50	Mission Statement / Misión	Parent
5:55	Reports / Reportes Principal's Report / Reporte del Director	Vu Long
6:15	 Topic / Tema 1. Growth Cycle / Ciclo de Crecimiento (Results and Action Plan / Resultados y Plan de Acción) 	Vu Long Garcia Orozco Ramos
6:40	Next Steps / Próximos Pasos	Ramos
6:45	Evaluation / Evaluación	Garcia
6:55	 Calendar / Calendario Thursday, November 19th: Holiday Planning Meeting @ 5:30 pm Thursday, November 19th: Empower Open House @ 6:00 pm Friday, November 20th: Cafecito @ 8:30 am Saturday, November 21st: East San Jose Beautification Day @ 9:00 am November 25th – 27th: NO School - Thanksgiving Break Next Parent Leadership Meeting / Próxima Reunión de Padres Lideres Tuesday, December 15th @ 5:30 pm 	Ramos

Notes / Notas:

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

Notes: PL Meeting Empower 11/17/15

October 28th was the 1st Growth Cycle Audit

People who were not from this school site looked at different aspects of our school ("Growth Cycle Team").

Graph: The scores in Black are for ACE Empower, and the Yellow are for all of the other ACE schools (average). At all of the 5 ACE schools, there was an audit.

COO - Culture of Optimism: Score is 47% for Empower, and 43.2 is the average across the other ACE schools. Only the HS did better than Empower. We have set an internal goal that Empower is to get to 75% by the end of the year.

CRC - College Ready Confidence. This is the Academics. Empower is at 44%.

Scores are shown, comparing last year to this year.

Overall feedback from the Growth Cycle Team was that they were happy Empower showed improvement from last year.

"Celebrations" from the GC Team: Teachers managing the classrooms, Not a lot of discipline issues, Very positive overall school culture, Teachers and students report that they are happy at the school, *Do now* starts on time and is clear, Students are given time/autonomy to do independent practice, Teachers circulate. GC Team reports that there are a lot of structures in place, and Empower is really ready to take it to the next level.

Three main areas to work on: Rigor and Student Discourse, Data gathering during Check For Understanding, Effective Independent Practice.

How: Scope and sequence for the next 5 weeks of teacher PD will focus on Rigor and Student Discourse; Write tools - annotating text and citing evidence; Planning alignment - coaching

In Summary: Teachers will get better training, Kids get more tools, and School Leaders will work with teachers as their coaches.

Parents also graded the school during the Growth Cycle. Two Greens: Welcoming + Safe Campus. No Yellows. Two Reds: Clean Campus + Dress Code.

Before breaking out into groups and coming up with solutions for the 2 Red areas, pictures are shown to clarify what is appropriate uniform and what is not. There have been some changes since last year, and there was some confusion.

Question comes up: What is going on this week, kids are out of uniform? Answer: This week is Spirit Week - each day is a different costume. Feedback is given that the next time there is Spirit Week, the school has to do a better job of informing parents.

Boys bathroom: Bad odor, and bathroom that wasn't working. At least put a sign. Paper everywhere.

Parents break out into groups brainstorm solutions for how we can turn Reds to Green.

Clean Campus: More can be done about the boys bathroom. Initiative can start for the next few weeks, where students will be given Merits when they pick up trash. More focus here, so we can see results. Also, parents can talk to their kids about helping to keep the campus clean. We can call Roto Rooter and ask for a refund, because the toilet the "fixed" has not worked properly all year (Orozco will check the receipt and call to see what the policy is). We can put deodorizers in the bathrooms (Empower will order it). There is already a lot of supervision around the bathroom, but an emphasis will be made on reminding students about cleanliness. Merits will be given to students who go out of their way to clean. Signs can be placed higher up, so students can't get to them.

Uniform: Perhaps parents can help make calls to students' homes (of students who are repeatedly out of uniform). Parents request that there is consistency, and if there is not a loaner sweatshirt, we still need to take the inappropriate sweatshirt away so that students and parents will learn the consequence.

Appendix H Growth Cycle Audit Tool

GROWTH CYCLE OBSERVATION REPORT

COO AND CRC KEY 90-100% Advanced School S 70-89% Proficient 60-69% Basic 59% Below Basic

School Site: ACE Empower Date: 1/5/2016 ace

Growth Cycle Observation Type of Observation

CASCADE STRATEGY 1 OBJECTIVE 2	17%	Summary: Culture of Optimism (COO)	All Sch	ool		
		Cultivating a Growth Mindset	34%	32%	34%	
School staff create an	470/	Proactively Managing Classroom to Engage 100% of Students	56%	24%	21%	
optimistic, celebratory school environment based		Practice Schoolwide Rituals and Habits	47%	34%	19%	
on ACE values that inspires growth, promotes student learning.		Holding All Students Accountable and Celebrating Growth, Risk Taking, and Achievement	47%	28%	25%	
		Whole School Rubric	65%	6%	29%	
		Parent Participation	38%			

CASCADE STRATEGY 2 OBJECTIVE 1		Summary: College Ready Confidence (CRC)	All Sch	ool		
		Do Now	40%	40%	20%	
Teachers deliver rigorous,	44%	Independent Practice	50%	28%	22%	
standards-based	1170	Key Content	44%	33%	23%	
thoughful planning and use of data.		Checks for Understanding	26%	54%	21%	
		Circulate	59%	23%	18%	
		Exit Ticket (Required for HS and Inspire, optional elsewhere)				

DETAILED FEEDBACK - CULTURE OF OPTIMISM

HOW TO READ THIS?	С
	Te ad
The background color represents the rating (green, yellow, red,	Te ac
white=NA) and the number represents combined ratings from all observations.	Te
observations.	

The blue section underneath shows percent of ratings observed. Dark blue indicates strong agreement.

Cultivating a Growth Mindset	All Tead	chers		
Teacher takes advantages of opportunities throughout class to recognize student growth and/or	14	11	14	0
nievement.		28%	36%	
Teacher structures the class to allow for opportunities for students to struggle and to take	18	15	6	0
academic risks.	46%	38%	15%	
eacher uses growth mindset language (e.g. "making strides," college-ready, "not yet there but").		11	20	0
	21%	28%	51%	
Overall rating (Sum of items above):	40	37	40	0
	34%	32%	34%	
Comments:				

Proactively Managing Classroom to Engage 100% of Students	All Tead	chers		
The teacher uses an appropriate tone and voice to command student attention and build a		3	6	0
positive culture in the classroom (strong voice).	77%	8%	15%	
Teacher provides students with clear, explicit behavioral and academic expectations (what to do).	20	11	8	0
	51%	28%	21%	
All students are meeting behavioral expectations (100% strategies).	19	11	9	0
	49%	28%	23%	
All students are engaged (100% strategies).		12	9	0
	46%	31%	23%	
Overall rating (Sum of items above):	87	37	32	0
	56%	24%	21%	
Comments:				

Practice Schoolwide Rituals and Habits	All Tead	chers		
Threshold Handshake (orderly, timely)	7	0	1	31
	18%		3%	79%
On Your Mark (calm, orderly start to class)	7	5	2	25
	18%	13%	5%	64%
Call to Order (effectively gets student attention)	16	11	3	9
	41%	28%	8%	23%
Managing Materials and Transitions (quick, organized, efficient)	20	10	5	4
	51%	26%	13%	
Habits of Academic Discourse (students doing cognitive lifting)	12	9	14	4
	31%	23%	36%	
Student Greeters (know the objective and its importance)	14	20	5	0
	36%	51%	13%	
Overall rating (Sum of items above):	76	55	30	0
	47%	34%	19%	
Comments:				

Holding All Students Accountable and Celebrating Growth, Risk Taking, and Achievement	All Teachers			
Teacher consistently acknowledges and corrects inappropriate behavior.		10	7	0
	56%	26%	18%	
Teacher issues appropriate consequences as needed and without impacting momentum and	20	10	9	0
culture.	51%	26%	23%	
		13	13	0
Teacher consistently recognizes student achievement, growth, and risk-taking.	33%	33%	33%	
Overall rating (Sum of items above):	55	33	29	0
	47%	28%	25%	
Comments:				

DETAILED FEEDBACK - COLLEGE READY CONFIDENCE

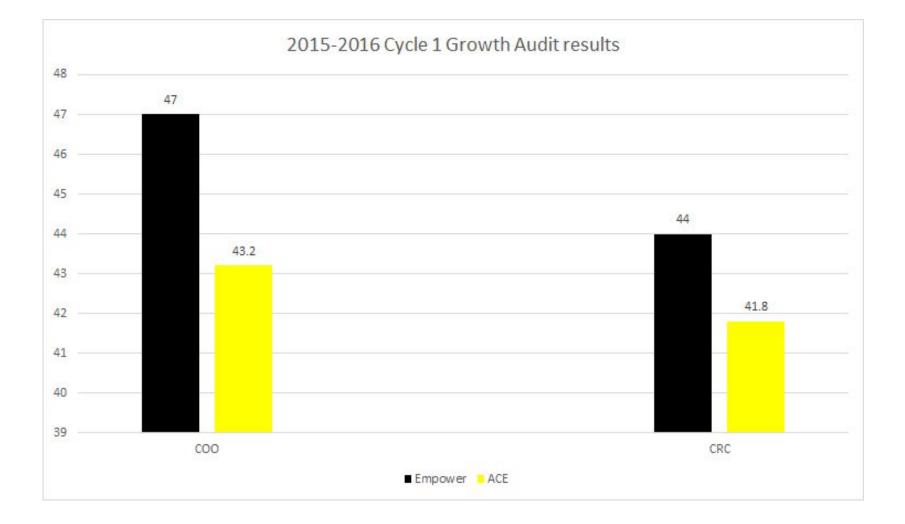
Overall Ratings	All Tea	chers		
Do Now	6	6	3	
	40%	40%	20%	
The Do Now takes too long to complete.	2	>	18%	
The Do Now does not require students to do meaningful, rigorous, cognitive work.	4	>	36%	
During the Do Now, students are not engaged and working purposefully from the first moments of class.	5	>	45%	
Key Content	17 44%	13 33%	9 23%	
Key content in the lesson is NOT aligned.		>	9%	-
Key content in the lesson is NOT rigorous.	9	>	41%	
The teacher does NOT present key content in an engaging way and chooses instructional techniques that will NOT foster mastery from students.	7	>	32%	
The teacher chooses a method to deliver key content that is NOT appropriate for what is being taught (I do, We do, You do; Inquiry Based, Task-Based, etc.)	4	>	18%	
Check For Understanding	10	21	8	
	26%	54%	21%	
Teacher uses none or very few CFUs over the course of a class.	13	>	48%	
CFUs do not yield actionable data.	3	>	11%	
Teacher does not use data gathered from CFU during the class period to personalize learning or adjust instruction.	3	>	11%	
CFUs were only about expectations or only about academic content	8	>	30%	
Independent Practice	16 50%	9 28%	7	
The teacher does not reserve enough time in class for students to practice		20%	11%	
The practice that is planned is not aligned to the day's objective	-	>	11%	
The practice that is planned is aligned to objective but is not rigorous.	_	>	21%	
The teacher overly supports students during their practice time.		>	32%	
The teacher does not build in opportunities for students to help one another during practice time before relying on the teacher for help.		>	26%	
· · · · ·	23	9	7	
Circulate	59%	23%	18%	
Teacher does not consistently use circulation to increase student engagement and to check for student understanding.	6	>	40%	
Teacher does not consistently circulate during small group and independent work to provide meaningful feedback to students on their progress.	1	>	7%	

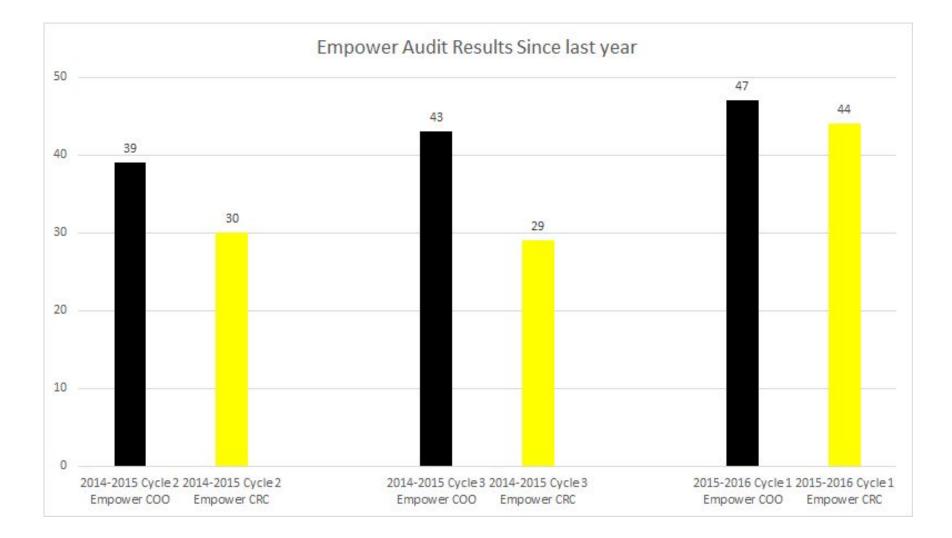
Teachers are given an overall rating by the observer for each element of "College Ready Confidence." If they received a non-green rating, the red blocks indicate the area for improvement.

HOW TO READ THIS?

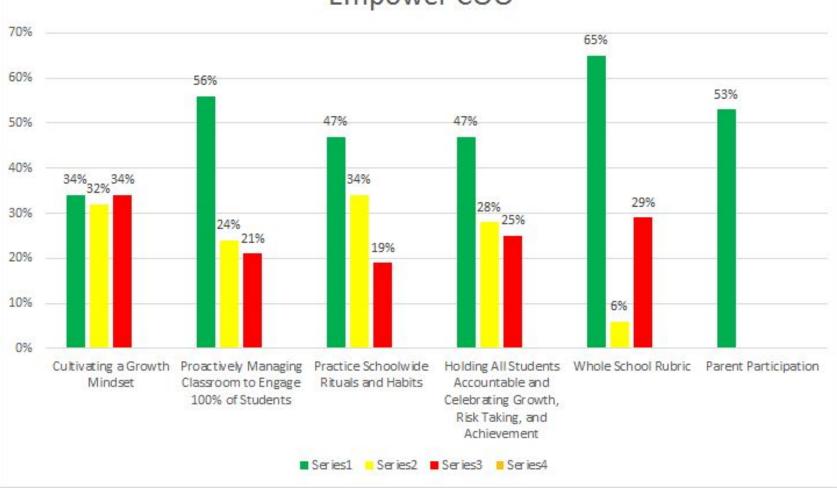
Below the all school column, the total number of flags are listed and then shown in percent terms.

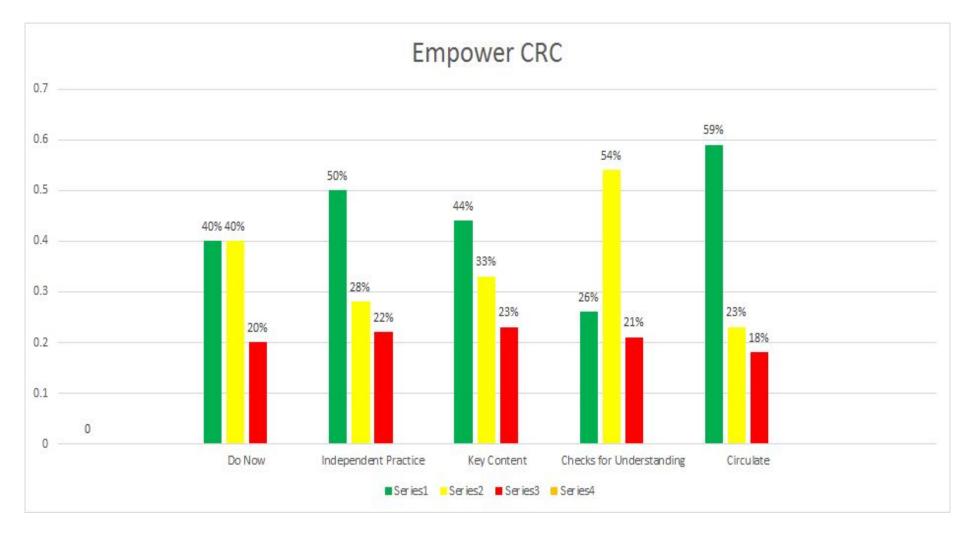
Appendix I Growth Cycle Results Report





Empower COO





Celebrations

Culture of Optimism						
Celebration	Evidence					
Proactively managing classrooms	-70% have strong voice -Teachers were issuing merits/demerits					
School Culture	-Staff and students are feeling positive about the direction culture is moving (upward swing)					

Celebrations Cont

College Ready Confidence						
Celebration	Evidence					
Do Now	-Timely and students were engaged in the work					
Independent Practice	-Students are given the time/autonomy to engage with the class content					
Structures in Place	-structures are primed and ready for increasing rigor					
Circulate	Some teachers are performing this technique brilliantly (eg. Barmore, Douglas, Erlicht)					

Areas of Growth

- 1. Rigor/Student discourse
- 2. Circulate/Check for Understanding gathering data
- 3. Effective Independent Practice

Growth: Key Content

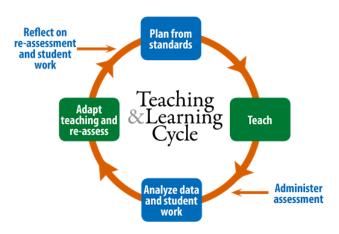
- 1. Rigor/Student Discourse PDs
- 2. ANet CIA #1 Write tools strategies -Annotating text and citing textual evidence
- 3. Planning alignment coaching

Appendix J

Weekly Overviews, Curriculum Planning

Empower School Plan

School Instructional Priorities 1. Require students to justify their thinking and discuss each other's thinking, particularly through writing. (MATH AND ELA PRIORITY - CUTS ACROSS BOTH) 2. Engage NY Implementation: Teachers complete 4-6 Cycle Overviews by the end of the year. All weekly overviews turned in 2 weeks prior and create all lesson materials a week before hand at a rate of 100%. 3. Students use complex texts (with all students) across subject areas to build knowledge and understanding. (ELA PRIORITY)



Notes:

- Coaching collaboration anchors around the *Teaching & Learning Cycle*. A1 focuses strongly on support for the data meeting, while subsequent cycles concentrate support in a more targeted way to Empower's priorities above
- Empower's school's support plan is designed to flex based on initial visits and ongoing conversations with Vu Long and Shangrila
- "Evidence of Outcomes" are meant to be co-determined for each interaction with ANet Coach and School Leaders. For A1, Carlon and Tim set them, but in the future we'll set together.

	Date	Time	T&L Cycle Phase	Agenda	Evidence of Outcomes	Other Notes
1	9/4		Plan	Goal Setting	Clear instructional priorities that we can track across the year.	DONE
	9/30		Data	Group Training: Running Successful Data Meeting, Pt. 1	Familiarity with data meeting agenda; clarity of facilitation roles	Jesse co-facilitates
	10/7		Data	Group Training: Running Successful Data Meeting, Pt. 2	Clear picture of school performance and roles	Jesse co-facilitates
	Before Data Meeting		Data	Teacher Training: Watch screencast, "Introduction to myANet"	+80% teachers have previewed data before the meeting and know how to use myANet	
	10/9		Data	Data Meeting	Teachers leave with plans to adjust instruction; leaders name next steps for teacher support over the next two weeks.	Carlon is on site to work collaboratively with principals to work with teachers
	10/12 week or 10/19 week	4:30-5:30 ET	Reflect	 A1 End of Cycle Collaborative Work Time w/ Coach. <i>Options:</i> 1. Co-observe plans from the DM and give feedback. a. H b. M c. L 2. Define the purpose and plan the logistics for upcoming 	Shangrila leaves with strong sense of what effective ELA re- teach plans should look like.	60-75 min phone call

				teacher reflection meeting 3. Other?		
	10/26 week	10/29 2:30- 3:30PT (will <i>co- facilitate</i>)	Reflect	A1 Teacher Reflection Meeting	Teachers speak to impact of reteach Leaders designate reflection meeting times for upcoming cycles.	Carlon or Tim will be on site .
2	10/26 week	10/29 10:00- 11:15 PT	Plan	 A2 Skill Building This time can focus is with leaders. E.g. Role play, co-observe lesson plans, etc. Suggestion for Empower: Let's focus this time analyzing plans for evidence of student cognitive load through writing (Priority #1), or use of complex texts (Priority #3) 		Carlon or Tim will be on site . Ideally this can happen same day as the teacher reflection meeting.
	11/18- 11/20 or 11/23- 11/25	11/23, 9:30- 11:30 don't work 11/23, 1:00-2:15 PT	Plan/Teach	 A2 Skill Building This time can focus is with leaders. E.g. Role play, co-observe lesson plans, etc. 		Carlon or Tim will be on site
			Plan	Teacher Training: Watch screencast, Introduction to the Math Shifts (Math, <u>link</u>) Introduction to the ELA Shifts (ELA, <u>link</u>	Teachers speak knowledgeably about the CC instructional shifts in their content, and can discuss when prompted how	

					these shifts are evident in their curricula.	
	12/18		Data	Data Meeting	Teachers leave with plans to adjust instruction; leaders name next steps for teacher support over the next two weeks.	Schools will facilitate independently
		1/13 (merging these meetings) 1-3 PT	Reflect	A2 End of Cycle Collaborative Work Time w/ Coach.		Purpose TBD 60-75 min phone call
3	1/4 week or 1/11 week	1-3 P 1	Plan/Teach	A3 Skill Building Flex purpose based on need: e.g. analyze teacher plans and identify 2- 3 teacher trend "buckets" to tailor upcoming PD, classroom learning walk to observe and give feedback on CCSS-aligned instructional priorities		Purpose TBD Carlon or Tim will be on site
	1/25 week or 2/1 week	1/25, 8:30- 9:30ish PT	Plan/Teach	A3 Skill Building		Purpose TBD 60-75 min phone call
			Plan/Teach	Teacher Training: Screencasts. What is Rigor? (Math, <u>link</u>) Introduction to Common Core Writing (ELA, <u>link</u>)	Math teachers can define the three aspects of rigor and can discuss when prompted how one of these aspects are evident in their curricula/lessons	

				Humanities teachers can define the three genres of writing expected in the Common Core, and can discuss when prompted how each of these genres are evident across a unit or multi-unit scope.	
	2/12	Data	A3 Data Meeting		
4	Week of 2/29 (placeh older)	Teach	Learning Walk: ACE Principals' school visit to another ACE school - Visit will spotlight a school's instructional priority in practice and leaders will share observations with the host principal.		This is an approximate placeholder. TBD the exact date and we will need a host school.
	3/7 week or 3/14 week	Teach	A4 Instructional Priorities Walkthrough w/ coach		
	4/11 week or 4/18 week	Reflect	Post Data-Day Check-Ins - Focus TBD		
		Reflect	End of Year Step Back - ID successes from previous year - Set initial priorities for SY1617	These meetings are usually a success when the school leader can leave naming 1-2 "headlines" for success the past year, 1-2 areas	

school priorities.

<mark>10/29/15</mark>

[Shangrila and Carlon discussed ELA look fors by analyzing sample plans and using the <u>Core Actions</u> <u>Instructional Practice Guide</u>]

Shangrila's Synthesis:

Opportunities to engage with (1) complex are not happening consistently in (2) all ELA classrooms. Cognitive load strategies need to be leveraged consistently and proactively. Core literature used must be amped up.

Next Steps:

- 1. Spafford and Gildea? will lead a dept. training (w/ follow-up workshops) on the process of choosing complex texts
 - a. If he wants to, Spafford reaches out to Carlon / Tim to get feedback on PD about how to choose complex text
- 2. Name this as a priority to teachers

<mark>10/13/15</mark>

Components of Great Action Plans in ELA

Look For	Evidence
 Reassessment at the right level of rigor (text complexity, standards- aligned focus question). 	
2. Incorporates instructional strategies that are different than the first time (specifically with regards to the text's qualitative aspects of text complexity).	

3.	Specifies students, when applicable (e.g. If small group, which students?)	
4.	Specifies students, when applicable (e.g. If small group, which students?)	
5.	Texts are high quality and mirror the text complexity in the original assessment (applies to students for whom 'text complexity' was the main root cause).	
6.	Questions are text dependent and scaffold toward a key understanding. The questions may get deeper across multiple reads.	
7.	Questions reflect the grade level standard's expectations.	
8.	Questions and tasks incorporate student misconceptions from the IA data	

E.g. for #6

READING INFORMATIONAL TEXT

- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Next Steps

- 1. Shangrila highlights "look fors" that should be evident in reteach observations.
- 2. Shangrila send 1-2 lesson plans notes from observation.
- 3. **Carlon** will send reflection meeting agenda, **Shangrila** will send suggestions for when to cofacilitate teacher reflection meeting and how much support is needed.

10/19/15

Components of Great Action Plans in Math

Look For	Evidence
1.Alignment of Exit Ticket to standard, and lesson to standard.	
2. Biggest bang for your buck in terms of what to reteach.	
3. Ensure ownership of plans when collaborating with teachers at other schools.	
4. Make sure teachers are teaching differently than the first time.	
5. Make sure teachers are teaching conceptually, even if they're using a model.	

Vu Long Next Steps:

- Give feedback in a more straight-forward way (ask questions when you're really curious about the answer, and give comments when you have opinions).
- Next coaching meeting with Ayushi co-plan instructional strategies for teaching re-teach. Do vocab t-charts with definitions (write tools).
- Vu Long will review Rene's action plans (find out what Erika did).
- Move to coach Sandra (talk to Erika).

11/23/15

-

possible things to discuss/do:

- complex texts PD, or just complex texts in general
 - how are teachers doing selecting complex texts?
 - evidence?
 - staff PD on this? can we help?
 - teacher reflections if yes?
 - 15 learning walk through classrooms
 - let's use Core Action 1 from IPG
- calendar--let's prepare for DD2
 - couple of hours 15-17th. Afternoon of the 15th, 1:30-3:30
- 1. things you'd like to accomplish this meeting? vision for December? working on in growth/PD cycles?
 - a. Mr. Spafford's Monday morning newsletters re: Humanities.
 - i. citing textual evidence
 - 1. according to growth audit team, our teachers are providing the opportunities. But most of our students are struggling with the why behind it. delving into that over the next couple of months
 - 2. last week, we had our mini-instructional rounds, II. The tool we were using was a google doc with like 5 Q's on it.
 - a. who's citing the textual evidence?
 - b. written or verbal
 - c. if citing, can students articulate why?
 - d. can they support why they've cited this?
 - 3. ELA teachers meet every Thursday a couple of hours at least. There's lots of stuff we do--LASW, etc. We're trying to get back to the workshop model--
 - ii. get some resources for data day (running a data day) to Shangrila



CrossNetwork Online ELA 15-16: 5th grade

	Notes on Item Types Assessed		A1	A2	A3	A4	Totals		
	Hotes of Herri Types / Biessed		All passages except Literature-Poetry will generally have a Lexile Range of 740-1010. ill be determined ion of selected- le-select, and Informational Informational Literature-Poetry Literature-Traditional Literature bese constructed Literature-Story LINKED - Literature-Story LINKED - Informational LINKED - Informational be evidence-based hanced items. the passages and LINKED - Literature-Story LINKED - Informational LINKED - Informational LINKED - Informational LINKED - Literature-Story LINKED - Informational LINKED - Informational MAX below indicates that at least 1-2 items will assess one or both of the standards in the set/row. *Decisions on assessing standards R.4, L4 and/or L5 will be dependent on vocabulary found in selected passages. RIS.1/RL5.1 X X X RIS.2/RL5.2 X X X RIS.5/RL5.3 X X X RIS.5/RL5.4 X* X X RIS.5/RL5.5 X X X RIS.5/RL5.6 X X X RIS.5/RL5.7 X X X RIS.5/RL5.7 X X X RIS.5/RL5.7 X X <						
	of machine-scored items by passa e selected, and will include a com	-	Informational	Informational	Literature-Poetry				
response, evide	ence-based selected-response, m technology-enhanced items.	ultiple-select, and	Literature-Story	LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	7 INF		
Teacher-scored items will include short answer and prose constructed response. Approximately 30-50% of items across all interims will be evidence-based				LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	5 LIT		
		multiple-select, or technology-enhanced items. Tems will vary by interim based on the passages and LINKED - Informational							
Common Core Standards						-			
		RI.5.1/RL.5.1	Х	X	Х	X	1		
	Key Ideas & Details RI.5.2 / RL.5.2		Х	X	Х	X	1		
RI.5.3/RL.5.3					Х				
RI.5.4/RL5.4			X*	X*	X*	X*			
Reading	Craft & Structure	RI.5.5 / RL.5.5							
		RI.5.6 / RL.5.6	Х	X	Х	X			
	Integration of Knowledge &	RI.5.7 / RL.5.7			Х				
	Ideas		X			X			
		RI.5.9 / RL.5.9							
Language	Vocabulary Acquisition &	L.5.4							
Language	Use		X*	X*		X*			
Writing Text Types & Purposes		W.5.1			Х				
		W.5.2		X		X			
	W.5.3		Х						
		Machine Scored	11 - 13	14 - 16	15 - 17	14 - 16			
		scoring guide provided)	1	1	1	0			
	Prose Constructed Response (1	1	1	1			
		Total Questions	13 - 15	16 - 18	17 - 19	15 - 17			



EngageNY Aligned Online Math 15-16 5th Grade

5th Grade	-	• · · · · ·						
	STANDARD	Assessment 1 BRIEF DESCRIPTION	STANDARD	Assessment 2 BRIEF DESCRIPTION	STANDARD	Assessment 3 BRIEF DESCRIPTION	STANDARD	Assessment 4 BRIEF DESCRIPTION
	JIANDARD		JIANDARD	BRILI BLICKIF HON	JIANDARD	BRIEF DESCRIPTION	JIANDARD	
	5.NBT.1	Relative Place Value in a Multi- Digit Number	5.NBT.6	Divide Whole Numbers	5.NF.3	Interpret Fractions as Quotients	5.MD.4	Measure Volume by Counting Unit Cubes
	5.NBT.2	Use and Explain Powers of 10 to Multiply and Divide	5.NF.1	Add and Subtract Fractions	5.NF.5a	Compare Products	5.MD.5a	Find Volume by Packing Rectangular Prisms with Unit Cubes
	5.NBT.3a	Read and Write Decimals	5.NF.2	Add and Subtract Fraction Word Problems	5.NF.5b	Explain the Results of Multiplying by a Fraction	5.MD.5b	Find the Volume of Rectangular Prisms by Using Formulas
Major	5.NBT.3b	Compare Decimals			5.NF.6	Multiply Fractions Word Problems	5.MD.5c	Volume of Rectangular Prism Compositions
	5.NBT.4	Round Decimals			5.NF.7a	Divide a Unit Fraction by a Whole Number	5.NF.4a	Multiply Fractions and Interpret Products
	5.NBT.5	Multiply Multi-Digit Whole Numbers			5.NF.7b	Divide a Whole Number by Unit Fraction	5.NF.4b	Area with Fractional Side Lengths
	*5.NBT.7	Compute with Decimals			5.NF.7c	Solve Real World Problems by Dividing Whole Numbers and Unit Fractions		
Supporting			*5.MD.1	Unit Conversions within a System	5.MD.2	Make and Use Fractional Line Plots		
			*5.OA.1	Parentheses in Expressions			5.G.1	Understand the Coordinate System
			5.OA.2	Write and Interpret Numerical Expressions			5.G.2	Graph and Interpret Coordinate Points
Additional							5.G.3	Shared Attributes of 2-D Figures
							5.G.4	Classify 2-D Figures in a Hierarchy
							5.OA.3	Generate Patterns, Identify and Graph Relationships Between Patterns
			5.NBT.1	Relative Place Value in a Multi- Digit Number	5.NBT.5	Multiply Multi-Digit Whole Numbers	*5.MD.1	Unit Conversions within a System
			5.NBT.2	Use and Explain Powers of 10 to Multiply and Divide	5.NBT.6	Divide Whole Numbers	5.NF.6	Multiply Fractions Word Problems
			5.NBT.3a	Read and Write Decimals	*5.NBT.7	Compute with Decimals	5.NF.7a	Divide a Unit Fraction by a Whole Number
Review			5.NBT.3b	Compare Decimals	5.NF.1	Add and Subtract Fractions	5.NF.7b	Divide a Whole Number by Unit Fraction
			5.NBT.4	Round Decimals	5.NF.2	Add and Subtract Fraction Word Problems		
			5.NBT.5	Multiply Multi-Digit Whole Numbers				
			*5.NBT.7	Compute with Decimals				
Machine Scored		21		31		30		30
Teacher Scored		4		4		4		4
Total Questions		25		35		34		34
Notes	items. Teacher-scored Approximately 2 The number of m	r of machine-scored items will be di items will include a combination of 2 20-25% of items across all interims w nultiple-select and technology-enha appear on the SAS because it will be	2-point and 4-poir vill be multiple-se nced items will va	nt constructed-response items. lect or technology-enhanced items. rry by interim based on the standard	ds.		iect, numerical-re	sponse, and technology-enhanced
MATERIALS						tanda a on constructed response.		
Calculator	Cal	culator Not Allowed	Ca	lculator Not Allowed	Ca	Iculator Not Allowed	Ca	lculator Not Allowed
Reference Sheet	<u> </u>	ANet-Provided		ANet-Provided	L	ANet-Provided	L	ANet-Provided
Graph Paper		Not Required		Not Required		Not Required	Sugge	sted, Teacher-Provided
	an actorick coa th	ne note below with additional inform		-	ic intorim	·		· · · ·

Additional Notes on Assessed Standards

	Assessment 1		Assessment 2		Assessment 3	Assessment 4		
STANDARD	STANDARD NOTES		STANDARD NOTES		NOTES	STANDARD	NOTES	
	In A1, 5.NBT.7 is restricted to addition and subtraction.	5.MD.1	In A2, 5.MD.1 will not assess converting a fractional unit by a fractional conversion rate.	5.NBT.7	In A3, items will assess multiplication and division of decimals.	5.MD.1	In A4, items may assess the full breadth of the standard.	
		5.OA.1	Items will only assess solving expressions with whole numbers.					
		5 NRL /	In A2, items will review addition and subtraction of decimals.					



CrossNetwork Online ELA 15-16: 6th grade

	Notes on Item Types Assessed	1	A1	A2	A3	A4	Totals
			All passages	except Literature-Poetry will g	ry will generally have a Lexile Range of 925-1185. Literature-Poetry Literature Traditional Literature Story LINKED - Informational LINK		
	of machine-scored items by passa	-	Informational	Informational	Literature-Poetry		
when passages are selected, and will include a combination of selected- response, evidence-based selected-response, multiple-select, and technology-enhanced items.			Literature-Story	LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	7 INF
Teacher-scored items will include short answer and prose constructed response. Approximately 30-50% of items across all interims will be evidence-based				LINKED - Literature-Poetry	LINKED - Informational	LINKED - Informational	5 LIT
	nse, multiple-select, or technolog se items will vary by interim base standards.				LINKED - Informational		
Common Core Standards						· · · · · ·	
RI.6.1 / RL.6.1		Х	X	Х	X	1	
	Key Ideas & Details R		Х	X	Х	Х	
	RI.6.3/RL.6.3		Х	X	Х	X	
RI.6.4 / RL.6.4		X*	X*	Х*	X*		
Reading	Craft & Structure	RI.6.5 / RL.6.5	Х	X	Х	X	
		RI.6.6 / RL.6.6	Х	X	Х	X	
	Integration of Knowledge C	RI.6.7 / RL.6.7			Х		1
	Integration of Knowledge & Ideas	RI.6.8	Х		Х	X	
	lueas	RI.6.9 / RL.6.9		X			
Language	Vocabulary Acquisition &	L.6.4	X*	X*			
Language	Use	L.6.5	X*	X*	X*	X*	
		W.6.1			X		
Writing	Text Types & Purposes	W.6.2		X		X	
		W.6.3	Х				
		Machine Scored	11 - 13	14 - 16	15 - 17	14 - 16	
	Short Answer (se	coring guide provided)	1	1	1	0	
	Prose Constructed Response (se	coring guide provided)	1	1	1	1	
		Total Questions	13 - 15	16 - 18	17 - 19	15 - 17	



6th Grade		13 10						Learning. Together.
	STANDARD	Assessment 1 BRIEF DESCRIPTION	STANDARD	Assessment 2 BRIEF DESCRIPTION	STANDARD	Assessment 3 BRIEF DESCRIPTION	STANDARD	Assessment 4 BRIEF DESCRIPTION
	6.NS.1	Interpret, Compute, and Solve Word Problems with Division of	6.NS.5	Understand, Use, and Explain Contextual Positive and Negative		Write and Evaluate Numerical		
		Fractions	0.113.5	Rational Numbers		Expressions Involving Exponents		
	6.RP.1	Understand Ratios and Describe Ratio Relationships	6.NS.6a	Opposites	<u>6.EE.2a</u>	Write Algebraic Expressions		
	6.RP.2	Understand Unit Rates	6.NS.6b	Understand Locations of Ordered Pairs	<u>6.EE.2b</u>	Name Parts of Expressions		
	<u>6.RP.3a</u>	Use Tables and Graphs to Make Equivalent Ratios and Compare Ratios	6.NS.6c	Rational Numbers on Number Lines and Coordinate Planes	<u>6.EE.2c</u>	Evaluate Algebraic Expressions		
	<u>6.RP.3b</u>	Solve Unit Rate Problems	6.NS.7a	Interpret Inequalities and Relative Positions of Rational Numbers on a Number Line	6.EE.3	Generate Equivalent Expressions		
Major	<u>6.RP.3c</u>	Solve Percent Problems	6.NS.7b	Order of Rational Numbers in Real-World Contexts	6.EE.4	Identify Equivalent Expressions		
	<u>6.RP.3d</u>	Use Ratios to Convert Measurement Units	6.NS.7c	Understand and Interpret Absolute Value of Rational Numbers	<u>6.EE.5</u>	Solve Equations and Inequalities Using Substitution		
			6.NS.7d	Distinguish Absolute Value from Order of Rational Numbers	6.EE.6	Use Variables to Represent Numbers and Write Expressions		
			6.NS.8	Graph and Find Distance Between Coordinate Points	<u>6.EE.7</u>	Write and Solve One-Step Real- World and Mathematical Equations		
					6.EE.8	Write and Represent Real-World and Mathematical Inequalities		
					<u>6.EE.9</u>	Represent and Analyze Relationships Between Variables in Equations, Graphs, and Tables		
							<u>6.G.1</u>	Area of Polygons by Composition and Decomposition
							6.G.2	Volume of Rectangular Prisms with Fractional Edge Lengths
Supporting							<u>6.G.3</u>	Polygons in the Coordinate Plane
							<u>6.G.4</u>	Nets and Surface Area
			6.NS.2	Divide Multi-Digit Whole Numbers			6.SP.1	Recognize Statistical Questions
			6.NS.3	Compute with Decimals			6.SP.2	Describe the Distribution of Data Sets
			6.NS.4	Greatest Common Factor, Least Common Multiple, and the Distributive Property			6.SP.3	Recognize Center and Variation of a Data Set
Additional							6.SP.4	Dot Plots, Histograms, and Box Plots
Additional							<u>6.SP.5a</u>	Summarize Data: Number of Observations
							<u>6.SP.5b</u>	Summarize Data: Measured Attributes
							<u>6.SP.5c</u>	Summarize Data: Find Quantitative Measures and Describe Patterns
							<u>6.SP.5d</u>	Summarize Data: Choose Measures of Center and Variability
			6.NS.1	Interpret, Compute, and Solve Word Problems with Division of Fractions	6.NS.6c	Rational Numbers on Number Lines and Coordinate Planes	<u>6.EE.2c</u>	Evaluate Algebraic Expressions
			6.RP.2	Understand Unit Rates	<u>6.RP.3b</u>	Solve Unit Rate Problems	<u>6.EE.7</u>	Write and Solve One-Step Real- World and Mathematical Equations
Review					<u>6.RP.3c</u>	Solve Percent Problems	<u>6.EE.9</u>	Represent and Analyze Relationships Between Variables in Equations, Graphs, and Tables
							6.NS.7b	Order of Rational Numbers in Real-World Contexts
							<u>6.RP.3d</u>	Use Ratios to Convert Measurement Units
Machine Scored		24		31		32		32
Teacher Scored Total Questions		4 28		4 35		4 36		4 36
Notes	items. Teacher-scored Approximately 2	er of machine-scored items will be dis items will include a combination of 2 20-25% of items across all interims w	-point and 4-poin ill be multiple-sel	em counts by standard, and will incl t constructed-response items. ect or technology-enhanced items.			ect, numerical-resp	
MATERIALS	The number of m	nultiple-select and technology-enha	iced items will val	y by interim based on the standard	s.			
Calculator	Calculator Sect	ion (eligible standards underlined above)	Cal	culator Not Allowed	Calculator Sect	ion (eligible standards underlined above)	Calculator Secti	ion (eligible standards underlined above)
Reference Sheet	Sugar	ANet-Provided ested, Teacher-Provided	Sugar	ANet-Provided sted, Teacher-Provided		ANet-Provided Not Required	Sugge	ANet-Provided
Graph Paper	Sugge	steu, Teacher-Provided	Sugge	steu, reacher-Provided	L	NUC Required	Sugge	sted, Teacher-Provided



CrossNetwork Online ELA 15-16: 7th grade

	Notes on Item Types Assessed		A1	A2	A3	A4	Totals
	Notes of Ren Types / Bessed		All passage	es except Literature-Poetry will g	enerally have a Lexile Range of	925-1185.	Totals
	of machine-scored items by passa e selected, and will include a com	-	Informational	Informational	Literature-Poetry	Literature-Traditional Literature	
response, evide	ence-based selected-response, m technology-enhanced items.	ultiple-select, and	Literature-Story	LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	7 INF
Approximately 30-	Teacher-scored items will include short answer and prose constructed response. Approximately 30-50% of items across all interims will be evidence-based			LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	5 LIT
	nse, multiple-select, or technolog se items will vary by interim base standards.				LINKED - Informational		
	Common Core Standards			ates that at least 1-2 items will a standards R.4, L.4 and/or L.5 will			
		RI.7.1/RL.7.1	Х	X	Х	X	1
	Key Ideas & Details RI.7.2 / RL.7.2		Х	Х	Х	X	
		RI.7.3 / RL.7.3	Х	X	Х	X	
Reading		RI.7.4 / RL.7.4	X*	X*	X*	X*	
Reauling	Craft & Structure	RI.7.5 / RL.7.5	Х		Х	X	
		RI.7.6 / RL.7.6	Х	X		X	
	Integration of Knowledge &	RI.7.8			Х	X	
	Ideas	RI.7.9 / RL.7.9		X	Х	X	
Languago	Vocabulary Acquisition &	L.7.4	X*	X*	X*	X*	
Language	Use	L.7.5	X*	X*	X*	X*	
		W.7.1			Х		
Writing	Text Types & Purposes	W.7.2		X		X	
		W.7.3	Х				
		Machine Scored	11 - 13	14 - 16	15 - 17	14 - 16	
		(scoring guide provided)	1	1	1	0	
	Prose Constructed Response	(scoring guide provided)	1	1	1	1	
		Total Questions	13 - 15	16 - 18	17 - 19	15 - 17	



EngageNY Aligned Online Math 15-16

EngageNY Aligne 7th Grade	ed Online Math	15-16						Learning. Together.
	STANDARD	Assessment 1 BRIEF DESCRIPTION	STANDARD	Assessment 2 BRIEF DESCRIPTION	STANDARD	Assessment 3 BRIEF DESCRIPTION	STANDARD	Assessment 4 BRIEF DESCRIPTION
		Describe Contextual Opposites		Add, Subtract, Factor, and Expand		Understand Contextual	JIANDARD	BRIEF DESCRIPTION
	7.NS.1a	that Sum to Zero	7.EE.1	Linear Expressions	7.EE.2	Equivalent Expressions		
	7.NS.1b	Understand and Interpret Sums of Rational Numbers	7.NS.2a	Understand, Interpret, and Calculate Products of Rational Numbers	<u>7.EE.3</u>	Solve Multi-Step Real-World and Mathematical Problems with Rational Numbers		
	7.NS.1c	Understand Subtraction as Adding the Inverse and Distance as Absolute Value	7.NS.2b	Understand, Interpret, and Calculate Quotients of Rational Numbers	7.EE.4a	Write and Solve Two-Step Real- World and Mathematical Equations		
	7.NS.1d	Apply Properties of Operations to Add and Subtract Rational Numbers	7.NS.2c	Apply Properties of Operations to Multiply and Divide Rational Numbers	7.EE.4b	Solve and Graph Two-Step Real- World and Mathematical Inequalities		
Major	7.RP.1	Compute Unit Rates	7.NS.2d	Rational Numbers and Decimal Form	7.RP.3	Solve Multi-Step Ratio and Percent Problems		
	7.RP.2a	Identify Proportional Relationships	7.NS.3	Solve Real-World and Mathematical Problems with				
	7.RP.2b	Identify Unit Rate in Tables, Graphs, Equations, Diagrams, and Verbal Descriptions		Rational Numbers				
	7.RP.2c	Represent Proportional Relationships By Equations						
	7.RP.2d	Coordinate Points and Unit Rate						
					7.SP.5	Understand Probability and Likelihood	<u>7.SP.1</u>	Population and Sampling
					<u>7.SP.6</u>	Approximate Probability and Predict Frequency	7.SP.2	Generate Samples and Drav Inferences
					<u>7.SP.7a</u>	Uniform Probability Models		
Supporting					<u>7.SP.7b</u>	Develop Probability Models from Observations		
					<u>7.SP.8a</u>	Understand Probability and Compound Events		
					7.SP.8b	Represent Sample Spaces for Compound Events		
					<u>*7.SP.8c</u>	Design and Use a Simulation for Compound Events		
	<u>7.G.1</u>	Scale Drawings			<u>7.G.4</u>	Area and Circumference of a Circle	<u>7.G.2</u>	Draw Geometric Shapes
							7.G.3	Cross Sections
Additional							<u>7.G.5</u>	Solve Multi-Step Angle Proble
							7.G.6	Area, Volume, and Surface Are 2-D and 3-D Objects
							7.SP.3	Assess Visual Overlap of Two Data Distributions
							<u>7.SP.4</u>	Draw Inferences from Measur of Center and Variability
			7.NS.1d	Apply Properties of Operations to Add and Subtract Rational Numbers	7.NS.2d	Rational Numbers and Decimal Form	7.EE.1	Add, Subtract, Factor, and Exp. Linear Expressions
			7.RP.1	Compute Unit Rates	7.NS.3	Solve Real-World and Mathematical Problems with Rational Numbers	<u>7.EE.3</u>	Solve Multi-Step Real-World a Mathematical Problems wit Rational Numbers Write and Solve Two-Step Re
			7.RP.2c	Represent Proportional Relationships By Equations			7.EE.4a	World and Mathematical Equations Solve and Graph Two-Step Re
Review			7.RP.2d	Coordinate Points and Unit Rate			7.EE.4b	World and Mathematical Inequalities Apply Properties of Operation
							7.NS.2c	Multiply and Divide Rationa Numbers Identify Unit Rate in Tables,
							7.RP.2b	Graphs, Equations, Diagrams, a Verbal Descriptions Solve Multi-Step Ratio and
								Percent Problems
Machine Scored Teacher Scored		27 4		26 4	-	31 4	-	29 4
Total Questions	-	31		30		35		33
Notes	items. Teacher-scored Approximately 2	r of machine-scored items will be disf items will include a combination of 2- 0-25% of items across all interims wi ultiple-select and technology-enhan	point and 4-point Il be multiple-sele	constructed-response items. ct or technology-enhanced items.	e a combination o	r selected-response, multiple-select,	numerical-respor	se, and technology-enhanced
	The number of f	ionapic sciect and technology-ennan	conterns win vary	by meetin based on the standards.				
MATERIALS								
	Calculator Sect	ion (eligible standards underlined		culator Not Allowed	Calculator Sect	ion (eligible standards underlined	Calculator Sec	ion (eligible standards underline
MATERIALS Calculator Reference Sheet	Calculator Sect	ion (eligible standards underlined above) ANet-Provided	Ca	Iculator Not Allowed ANet-Provided	Calculator Sect	ion (eligible standards underlined above) ANet-Provided	Calculator Sec	ion (eligible standards underling above) ANet-Provided

Additional Notes on Assessed Standards

Assessment 3						
STANDARD	NOTES					
7.SP.8c	7.SP.8c will not be assessed through machine-scored items; it may be assessed through constructed-response items.					



CrossNetwork Online ELA 15-16: 8th grade

	Notes on Item Types Assessed		A1	A2	A3	A4	Totals
	Notes of item Types / Bessed		All passag	es except Literature-Poetry will g	enerally have a Lexile Range of	925-1185.	
	of machine-scored items by passa e selected, and will include a com	Informational	Informational	Literature-Poetry	Literature-Traditional Literature		
response, evide	response, evidence-based selected-response, multiple-select, and technology-enhanced items. Teacher-scored items will include short answer and prose constructed response. Approximately 30-50% of items across all interims will be evidence-based selected-response, multiple-select, or technology-enhanced items. The number of these items will vary by interim based on the passages and standards.			LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	7 INF
Approximately 30-				LINKED - Literature- Traditional Literature	LINKED - Informational	LINKED - Informational	5 LIT
					LINKED - Informational		
	Common Core Standards			cates that at least 1-2 items will a standards R.4, L.4 and/or L.5 will			
		RI.8.1/RL.8.1	Х	X	Х	X	
	Key Ideas & Details	RI.8.2 / RL.8.2	Х	X	Х	X	
		RI.8.3 / RL.8.3	Х	X	XXXXXX		
		RI.8.4 / RL.8.4	X*	X*	X*	X*	
Reading	Craft & Structure	RI.8.5 / RL.8.5	Х	X	Х	X	
		RI.8.6 / RL.8.6	Х	X		X	
	Integration of Knowledge &	RI.8.7 / RL.8.7			Х		
	Ideas	RI.8.8			Х	X	
		RI.8.9 / RL.8.9		X	Х	X	
Language	Vocabulary Acquisition &	L.8.4	X*	X*	X*	X*	
Language	Use	L.8.5	Х*	X*	X*	X*	
		W.8.1			X		
Writing	Text Types & Purposes	W.8.2		X		x	
		W.8.3	X 11 - 13				
	Machine Scored			14 - 16	15 - 17	14 - 16	
		scoring guide provided)	1	1	1	0	
	Prose Constructed Response (1	1	1	1	
		Total Questions	13 - 15	16 - 18	17 - 19	15 - 17	



EngageNY Aligned Online Math 15-16

Sth Grade	STANDARD 8.EE.1 8.EE.3	Assessment 1 BRIEF DESCRIPTION Properties of Integer Exponents Express and Estimate Numbers	STANDARD 8.EE.5	Assessment 2 BRIEF DESCRIPTION Graph, Interpret, and Compare	STANDARD	Assessment 3 BRIEF DESCRIPTION	STANDARD	Assessment 4 BRIEF DESCRIPTION
Major	8.EE.1 8.EE.3	Properties of Integer Exponents			STANDARD	BRIEF DESCRIPTION	STANDARD	BRIEF DESCRIPTION
Major	8.EE.3		8.EE.5	Craph Interpret and Compare				
Major		Express and Estimate Numbers		Proportional Relationships	8.EE.8a	Systems of Linear Equations and Points of Intersection	8.EE.2	Square Root and Cube Root Equations and Solutions
Major		Using Powers of Ten	8.EE.6	Explain Slope and Derive Linear Equations	8.EE.8b	Solve Systems of Linear Equations Algebraically, Graphically, and by Inspection	*8.G.6	Pythagorean Theorem Proof and its Converse
Major	8.EE.4	Perform Operations with Scientific Notation	8.EE.7a	Linear Equations and Number of Solutions	<u>8.EE.8c</u>	Solve Real-World and Mathematical Problems Using Systems of Linear Equations	<u>8.G.7</u>	Real-World and Mathematical Pythagorean Theorem Applications in 2-D and 3-D
	8.G.1	Properties of Transformations: Lines, Angles, and Parallel Lines	8.EE.7b	Solve Multi-Step Linear Equations	8.F.1	Functions: Graphing and Definition	<u>8.G.8</u>	Pythagorean Theorem and Distance in a Coordinate System
	8.G.2	Transformations and Congruency	8.G.4	Transformations and Similarity	<u>8.F.2</u>	Compare Properties of Two Functions in Different Representations		
	8.G.3	Transformations and Coordinates	8.G.5	Angles: Parallel Lines and Triangles	8.F.3	Linear and Nonlinear Functions		
					<u>8.F.4</u>	Construct and Interpret Linear Functions		
					8.F.5	Qualitative Descriptions and Graphs		
					8.SP.1	Construct, Interpret, and	8.NS.1	Rational Numbers, Irrational
					<u> </u>	Describe Scatter Plots		Numbers, and Decimal Expansion
Supporting					8.SP.2	Trend Lines	8.NS.2	Approximations
							<u>8.SP.3</u>	Use and Interpret Linear Models
							<u>8.SP.4</u>	Understand, Construct, and Interpret Two-Way Tables
Additional							<u>8.G.9</u>	Volume: Cones, Cylinders, and Spheres
	-		-		-		о г	
			8.EE.3	Express and Estimate Numbers Using Powers of Ten	<u>8.EE.5</u>	Graph, Interpret, and Compare Proportional Relationships	8.EE.1	Properties of Integer Exponents
Review			8.EE.4	Perform Operations with Scientific Notation	8.EE.7a	Linear Equations and Number of Solutions	<u>8.EE.8c</u>	Solve Real-World and Mathematical Problems Using Systems of Linear Equations
			8.G.3	Transformations and Coordinates	8.EE.7b	Solve Multi-Step Linear Equations	<u>8.F.2</u>	Compare Properties of Two Functions in Different Representations
							<u>8.F.4</u>	Construct and Interpret Linear Functions
Machine Scored		18		24		31		30
Teacher Scored		4		4		4		4
Total Questions		22		28		35		34
Notes	items. Teacher-scored Approximately 2 The number of n	er of machine-scored items will be di items will include a combination of 3 20-25% of items across all interims h nultiple-select and technology-enha nd 8.G.1c do not appear on the SAS	2-point and 4-poir vill be multiple-se inced items will va	nt constructed-response items. lect or technology-enhanced items. ry by interim based on the standard		n of selected-response, multiple-se	lect, numerical-re	sponse, and technology-enhanced
MATERIALS								
Calculator	Ca	Iculator Not Allowed	Cal	culator Not Allowed	Calculator Section (eligible standards underlined above)		Calculator Section (eligible standards underlined above)	
Reference Sheet		ANet-Provided		ANet-Provided		ANet-Provided		ANet-Provided
Graph Paper		ested, Teacher-Provided		sted, Teacher-Provided	Sugge	sted, Teacher-Provided		ested, Teacher-Provided
Tracing Paper For a standard with		ested, Teacher-Provided he note below with additional inform		sted, Teacher-Provided that standard will be assessed on th	is interim	Not Required	Sugge	ested, Teacher-Provided

Additional Notes on Assessed Standards

Assessment 4						
STANDARD	NOTES					
8.G.6	8.G.6 will not be assessed through machine-scored items; it may be assessed through constructed-response items.					

ACE Schools Appendix 2015-2016

ACE Cycle Overview									
ACE Charter Schools									
Teacher:	Spafford	Grade:	8 th	Cycle:	1				

Deadlines and I	Deadlines and Feedback									
Purpose	Time needed; deadline expectation	Teacher Responsibilities Purposefully Plan	Leader Responsibilities Support and Accountability							
Cycle Overview (roughly 5-6 weeks of instruction, aligned to ANet in MS)	4 hours; 3 weeks in advance of teaching (first cycle completed in the summer time)	PD Day – 4 hours - in collaboration with other teachers, submitted EOD to server for math lead and/or manager to check.	4 hours of time kept sacred; collaboration and support during creation of Part A.							
Weekly Overview	1.5-2 hours every week; 2 weeks in advance of teaching.	Common Planning Time – 1.5 hours for 3-5 lessons/wk Includes standards, objectives, key points, high level activities, CFU's, 4M objectives, and target exit ticket.	1.5 hours/ week of time kept sacred; written feedback within 48 hours – 10-15 minutes per teacher; look for alignment to standards (rigor), clear objectives and key points.							
Creating Lesson Materials	30 minutes per class; 1 week before teaching and uploaded to server.	During prep-time, teacher creates or modifies materials. Materials are "game ready."	Written feedback within 48 hours – 30-40 min per teacher; look for clarity of lesson and high cognitive load.							
Annotating the Materials before Teaching	15-20 min/day.	Teachers complete the day before the lesson is taught in order to create answer key, prepare the right teacher moves and questions based on the lesson plan and the student materials.	Leader observes lesson and provides feedback. When asked, the teacher can provide the annotated lesson materials.							

Cycle Overview—Understanding the Standards, Objectives, and Pacing								
1. What are the standards taught in this ANet cycle?	2. Department Unit Focus:							
All RL and RI standards.	Fiction: Why Read and Characters and Characterization							
	Nonfiction: Text Features, Key Ideas and Details							
	Writing: Short Answer Response/Summary Writing,							
	Informative/Explanatory Writing							

	the standards. ELA, read a grade-level	passage, and determine th	e ways in which that text compl	exity will trip up students.
Unit Focus:	Standards:	Skills:	Strategies:	Common Misconceptions
			~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	•

Date	standar	ds (make sur template belo	e to take out holida	now many total number of ys and assessment days). ives in a logical order and Strategy/	-	-	
8/17	Monday	Culture of Optimism	Expectation and Procedures	Teaching Point(s)	SWBAT explain the routines and expectations of Room 11.		
8/17	Monday	RL/RI 8.10	Readers build agency	<ul> <li>Good readers</li> <li>✓ Keep working on things that may be difficult</li> <li>✓ Take charge of our own reading lives by choosing to use our time to develop the skills we need to be good readers</li> <li>✓ Not give up when things get hard</li> <li>✓ Overcome obstacles</li> <li>✓ Practice reading skills independently to grow as readers</li> </ul>	SWBAT create a list of good reading habits.	<u>The Most</u> <u>Magnificent</u> <u>Thing</u>	Agency: State of being in action
8/18	Tuesday	RL/RI 8.10	Readers make smart reading choices	<ul> <li>Good readers ask</li> <li>✓ Does this book interest me?</li> <li>✓ Do I understand the book?</li> <li>✓ Do I understand most of the words?</li> </ul>	SWBAT select a just-right book for independent reading.		

				Good readers occasionally read books that are too easy or difficult for you, but the majority of the time you need to be reading just right books.		
8/18	Tuesday	RL/RI 8.10	Readers reflect and keep a reading log.	<ul> <li>Good readers</li> <li>✓ Reflect on their reading by keeping track of what they read and how much they read</li> <li>✓ Keep track of reading to see improvement (like sport statistics)</li> </ul>	SWBAT to use a reading log to track personal reading	
8/19	Wednesd ay	RL/RI 8.10	Readers build stamina as they grow as readers.	<ul> <li>Good readers</li> <li>Get themselves back on track if they become distracted or tired while reading</li> <li>Make a list of strategies to keep going and overcome mental block <ul> <li>Reread part of the text</li> <li>Sit up straight</li> <li>Review what you just read</li> <li>Give your eyes a quick rest</li> <li>Get comfortable or readjust</li> </ul> </li> </ul>	SWBAT decide on a personal strategy to help build reading stamina.	Stamina: power to endure; build strength

8/20	Thursday	RL/RI 8.10	Readers are engaged in their reading by annotating the text and annotating with predictions.	<ul> <li>Good readers</li> <li>Make strong predictions with background knowledge</li> <li>Ask "What do I know about this topic?"</li> <li>Use text structure to predict information.</li> <li>Annotate on the margins of a text when possible.</li> </ul>	SWBAT make a strong prediction using prior knowledge.	ANet/Achieve 3000 (Article #1)	Annotate: To make notes while reading
8/20	Thursday	RL/RI 8.10	Readers are engaged in their reading by annotating the text by asking questions to find out more.	<ul> <li>Good readers</li> <li>Ask questions to clarify or inquire with "I wonder" and "Why did"</li> </ul>	SWBAT ask questions to clarify or inquire.	ANet/Achieve 3000 (Article #1)	Inquire: To find out
8/21	Friday	RL/RI 8.10	Readers are engaged in their reading by annotating the text by finding the main idea.	<ul> <li>Good readers</li> <li>Think what the paragraph is about</li> <li>Make a note of what the main idea is by annotating it in the margin</li> </ul>	SWBAT determine the main idea of a given paragraph or section.	ANet/Achieve 3000 (Article #1)	
8/24	Monday	RL/RI 8.10	Readers are engaged in their reading by annotating and tracking tough words and	<ul> <li>Good readers</li> <li>Make inferences by reading between the lines.</li> </ul>	SWBAT make inferences based on experience or background knowledge.	ANet/Achieve 3000 (Article #2)	Inference: Making a guess with some prior knowledge

			making inferences.	<ul> <li>Track tough words by circling the word.</li> </ul>	SWBAT use a personal strategy to help define difficult words.		
8/25	Tuesday	RL/RI 8.10	Readers are engaged in their reading by annotating the text using PALM IT.	Good readers ✓ Continue to annotate anytime they can to stay engage with the reading	SWBAT make strong predictions using background knowledge in small groups.	ANet/Achieve 3000 (Article #2)	
8/25	Tuesday	W 8.2 RL/RI 8.1	Writers can compose a short response with textual evidence and explanation.	<ul> <li>Good writers</li> <li>Read the question carefully before responding</li> <li>Answer the question in own words</li> <li>Find a specific quote and/or text evidence to support answer</li> <li>Explain how the evidence and answer connects</li> </ul>	SWBAT construct a short response answer with textual evidence and explanation with teacher support.	ANet/Achieve 3000 (Article #2)	Textual Evidence: Proof from the text
8/26	Wed.	RL/RI 8.10	Readers are engaged in their reading by annotating the text using PALM IT.	Good readers… ✓ Continue to annotate anytime they can to stay engage with the reading	SWBAT determine the main idea of each paragraph of a text in small groups.	ANet/Achieve 3000 (Article #2)	

8/26	Wed.	W 8.2 RL/RI 8.1	Writers can compose a short response with textual evidence and explanation.	Good writersSWBATANet/Achieve✓Use specific words and phrases to introduce a quoteshort response answer with an answer, quote, and explanation#2)✓Use On pageIn paragraphin small group.
8/27	Thursday	RL/RI 8.10	Readers are engaged in their reading by annotating the text using PALM IT.	Good readersSWBAT make inferencesANet/Achieve 3000 (Article #2)✓ Annotate to be proactive and smart about what they are readingSWBAT make inferences within a text in small group.ANet/Achieve 3000 (Article #2)
8/27	Thursday	W 8.2 RL/RI 8.1	Writers can compose a short response with textual evidence and explanation.	Good writersSWBATANet/Achieve✓Use specific words and phrases to start an explanationshort response answer with an answer, quote, and explanation independently.#2)✓Use this explainstells fustratesexplai nsindependently.
8/28	Friday	W 8.2 RL/RI 8.1 (Formativ e)	Readers are engaged with their reading by annotating the text using PALM IT. Writers can compose a short response with textual evidence and explanation.	Good readers/writers are always proactive and utilize the resources around them.SWBAT construct a short answer response independently.ANet/Achieve 3000 (Article #3)

8/31	Monday	RL 8.3	Identify the turning points in the plot caused by conflict	Look for how drastically the protagonist changes	SWBAT identify the turning points within a short story. SWBAT identify the conflict within the short story.	"What's the Worst That Could Happen?" Bruce Coville	Protagonist: The main character of a story Turning Point: A major part of the story that changes Drastically: Drastically: Dramatically Internal Conflict: A problem/strug gle that can't be seen (like thoughts or feelings) External Conflict: A problem/strug gle that can be seen (like a fight)
9/1	Tuesday	RL 8.3	Identify the turning points in the plot caused by conflict	Look back to see steps and how they build up to advance the plot	SWBAT analyze how the steps build and advance the plot.	"What's the Worst That Could Happen?" Bruce Coville	Advance: Move forward
9/2	Wednesd ay	RL 8.3	Explain how specific lines/dialogues can give insight of a character	Look for specific details within lines and dialogue	SWBAT analyze how specific lines and dialogues characterizes the characters.	"What's the Worst That Could Happen?" Bruce Coville	Characterizati on: How the author describes the character through feelings, actions,

							speech, and thoughts Dialogue: A conversation between 2 or more people
9/3	Thursday	RL 8.3	Explain how specific lines/dialogues can give insight of a character	Look at text and re-read for clues	SWBAT analyze how specific clues characterize the characters.	"What's the Worst That Could Happen?" Bruce Coville	
9/4	Friday	W 8.2	Explain how specific lines/dialogues can give insight of a character	Good writers re-read certain parts of the story for clarity.	SWBAT construct a short response answer on a fiction text.	"What's the Worst That Could Happen?" Bruce Coville	
9/8	Tuesday	RL 8.6	Identify dramatic irony	Make predictions at the beginning, the middle, and at the end of story. Recognize when things didn't turn out as expected	SWBAT compare and contrast predictions.	"Kate the Great" Meg Cabot	Dramatic Irony: When the audience (reader) knows something that the character doesn't
9/8	Tuesday	W 8.2 RL/RI 8.2	Writers can compose an objective summary using details.	Good writers ✓ Evaluate which details are important to the text ✓ Include only important details	SWBAT select important details from a text.	ANet/Achieve 3000 (Article #2)	Objective: Not affected or influenced by other opinions; fact based
9/9	Wednesd ay	RL 8.6	Identify and recognize the different points of view that exist in a story.	Identify all the different characters in the story and the role they play	SWBAT evaluate how a character's role impacted the story.	"Kate the Great" Meg Cabot	Point of view: Who is telling the story

9/9	Wednesd ay	W 8.2 RL/RI 8.2	Writers can compose an objective summary using details.	Good writers Keep a summary nice and short with only important details Reference the story and link with a specific word/phrase ( <i>tellsshowsdemonst</i> <i>rates</i> )	SWBAT compose an objective summary with only important details.	ANet/Achieve 3000 (Article #2)	
9/10	Thursday	RL 8.6	Identify and recognize the different points of view that exist in a story.	Ask what would it be if the story was told through's perspective? Step into the character's shoes.	SWBAT analyze the short story through various characters' perspectives.	"Kate the Great" Meg Cabot	Perspective: someone's opinion or view point on something
9/10	Thursday	W 8.2 RL/RI 8.2	Writers can compose an objective summary using details.	Good writers Remember these skills and transfer them between fiction and nonfiction texts.	SWBAT compose an objective summary in small groups.	ANet/Achieve 3000 Article #3 or "What's the Worst that Could Happen?"	
9/11	Friday	RL 8.6	Identify how the different points of view create humor or suspense	Close read for specific details	SWBAT contrast different characters' points of view by citing specific details.	"Kate the Great" Meg Cabot	Contrast: How two things are different
9/14	Monday	RI 8.1 W 8.2 RI 8.2 (Objectiv e Summary all week)	Identify evidence that supports both implied and explicate information in the text	Find information that supports the claim Ask "Does this have to do with my claim?"	SWBAT cite specific information to support a given claim.	ANet/Achieve 3000 (Article #4)	Thesis/claim: A stated opinion or idea

9/15	Tuesday	RI 8.1	Rank strength of evidence to find what best supports the idea	Ask yourself, "Is this the best evidence I can find?" Ask "Is this evidence full of details that would help me prove ?"	SWBAT justify how specific evidence best supports a given claim.	ANet/Achieve 3000 (Article #4)
9/16	Wednesd ay	RI 8.2	Analyze how a central idea develops over the course of text	Look for commonalities throughout text Differentiate theme (fiction) and central idea (nonfiction)	SWBAT identify the central idea of a given nonfiction text.	ANet/Achieve 3000 (Article #4)
9/17	Thursday	RI 8.2	Analyze how a central idea develops over the course of text	Note how the text becomes more informational from beginning, middle, and end Dissect the text into a min. of three parts while noticing the central idea	SWBAT analyze how the nonfiction text develops from beginning to end.	ANet/ Achieve 3000 (Article #4)
9/18	Friday	RI 8.3	Compare and contrast ideas, individuals, and events in text	Ask, "How is/are alike/different?"	SWBAT compare and contrast two ideas/individual s/events of a nonfiction text.	ANet/ Achieve 3000 (Article #4)

	ACE Math Planning Protocol ACE Charter Schools Engage NY and ANet Cycle Planning Document Teacher: Grade: Cycle:								
Deadlines and Feedba									
Purpose	Time needed;	Teacher Responsibilities	Leader Responsibilities						
	frequency	Purposefully Plan	Support and Accountability						
<b>Cycle Overview</b> Understanding the Modules and Standards; Overall Pacing	3-4 hours, once per cycle (first cycle completed in the summer time), uploaded to ACE Link.	PD Day – 3-4 hours - in collaboration with other teachers, submitted EOD to server for math lead and/or manager to check.	4 hours of time kept sacred; collaboration and support during creation of Part A.						
Weekly Overview Digesting the Lessons' Purpose	1.5 hours for 3-5 lessons every week; 2 weeks in advance of teaching, uploaded to ACE Link.	Common Planning Time – 1.5 hours for 3-5 lessons/wk - 2 weeks before teaching.	1.5 hours/ week of time kept sacred; written feedback within 48 hours – 10-15 minutes per teacher; look for alignment to Engage NY and standards (rigor), clear objectives and conceptual key points.						
<b>Lesson Materials</b> Modifying Engage NY Materials	15-25 minutes per class; 1 week before teaching and uploaded to ACE Link.	During prep-time, teacher modifies the Engage NY materials based on Part B. Materials are "game ready."	Written feedback within 48 hours – 20-30 min per teacher; look for clarity of lesson and high cognitive load.						
Annotating the Lesson Final Preparation before Teaching	15-20 min/day.	Teachers complete the day before the lesson is taught in order to prepare the right teacher moves and questions based on the Engage NY lesson plan and the modified student materials.	Leader observes lesson and provides feedback. When asked, the teacher can provide the annotated lesson materials.						

Part B: Weekly Overview: (Note: In a given week, you do not need to teach 5 Engage NY lessons, because each lesson might take more than one period.								
However, if you break up a lesson into	However, if you break up a lesson into two, you must write a separate and distinct objective.)							
	Monday Tuesday Wednesday Thursday Friday							
	Minutes	Minutes	Minutes	_ Minutes	_ Minutes			
For each lesson that you will	Lesson _1_	Lesson _2_	Lesson _3_	Lesson	Lesson _5_			
teach, follow the following steps								
one at a time:								
1. Save this document in ACE								
Link under this format:								
Dateoffirstdayofteachingweek_Grade								
ModuleLessons_WO_School								
Site_Initials.								
Ex: 150817_G5M1L1-4_W0_EM_JR								
(School site abbreviations: Creative								

	s: CA; Empower: Em; Franklin					
<u>Мс</u> 2.	Kinley: FM; Inspire: In) Read the teacher version lesson from start to finish. While you	Read the lesson?	Read the lesson?	Read the lesson?	Read the lesson?	Read the lesson?
	read, put a next to any question, problem, or activity that is <b>critical</b> for achieving the objective, and pushing deep understanding of the math.	_x_Complete	_x_ Complete	_x_ Complete	Complete	_x_ Complete
	tch the Eureka video for the sons this week.	Watched the video?	Watched the video?	Watched the video?	Watched the video?	Watched the video?
		_x_ Complete	_x_ Complete	_x_ Complete	Complete	_x_ Complete
3.	What are the <b>key points</b> of the lesson? (Look at the lesson summary at the end if they exist (8 th ), or use the student quotes if the curriculum is scripted (5 th ) to help you.)	<ul> <li>Using the place value chart</li> <li>Carrying over</li> <li>Understanding the concept of place values</li> </ul>	<ul> <li>Multiplying by power of 10</li> <li>Dividing by power of 10</li> </ul>	Using exponent to name place values	<ul> <li>Review previous 3 days</li> </ul>	• Understanding the place value system and the naming of numbers
4.	What are the three <b>most</b> <b>important learning</b> <b>experiences</b> that students must have in order to achieve the objective or be successful on the exit ticket? (Look at what you starred in #1.)	<ol> <li>Be able to convert between power of 10s (three tens = thirty ones)</li> <li>Naming the different place values and their relations to each other</li> <li>How multiplying or dividing power of 10 shifts the digit</li> </ol>	1. Be able to shift digits on the place value chart left when multiplying or right when dividing powers of 10	<ol> <li>Converting between numbers, exponential form, and multiplication sentence</li> <li>Understand the relationship between place values and power of ten</li> </ol>	<ol> <li>Understanding power of 10s</li> <li>Naming place values</li> <li>multiplying by power of 10s</li> <li>dividing by power of 10s</li> </ol>	<ol> <li>converting between standard, word, and expanded forms</li> <li>Relating fraction forms to decimal forms ( 0.1 = )</li> </ol>
5.	What are the <b>prerequisites/fluency skills</b> that students will need to be successful with this lesson? (In a perfect world, what skills	<ul> <li>Place value</li> <li>Understanding 0 patterns (12 x 10 = 120)</li> </ul>	<ul> <li>Place value chart</li> <li>place value names</li> </ul>	<ul> <li>place value names</li> <li>multiplying by power of 10s (understanding</li> </ul>	<ul> <li>place value chart</li> <li>place value names</li> <li>multiplying</li> </ul>	<ul> <li>fluent with place values</li> <li>fluent with power of 10s</li> <li>language skills</li> </ul>

Academic Vocabulary of Lesson:	• thousands	• thousands	• thousands	•	• <b>s</b> tandard
<b>Target Exit Ticket Item:</b> (Aka, if they don't get to this level of rigor, they have not met the objective. Should be taken straight from Engage NY unless strong rationale to do differently.)	Name the different place values	Solve multiplying numbers by power of 10 and dividing numbers by power of 10	converting between number form, exponential form, and multiplication sentence		converting between standard form, word form, expanded form
(Take from Part A, modify if necessary.)	Students will be able to multiply or divide power of 10 shifts the digit				
<b>4M Objective(s):</b> <u>M</u> anageable, <u>M</u> easurable, <u>M</u> ade First, <u>M</u> ost Important	Students will be able to convert between power of 10s (three tens = thirty ones) Students will be able to name the different place values	Student will be able to solve multiplying by power of 10 and dividing by power of 10 with the help of using a place value chart.	Student will be able to convert between number form, exponential form, and multiplication sentence	review lessons 1-3	students will be able to convert freely between standard form, word form, expanded form
Standard(s) Taught:	5.NBT.1	5.NBT.1	5.NBT.2	5.NBT.1 5.NBT.2	5.NBT.3
6. Where will students <b>struggle</b> the most?	<ul> <li>Names of place values</li> <li>Understanding the concept of the meaning of different columns of the place value chart</li> </ul>	<ul> <li>Names of place values</li> <li>Using the place value chart</li> </ul>	• 0 pattersn (10 x 10 = 100)		<ul> <li>Spelling of place values and numbers</li> <li>Relating fraction forms to decimal forms (0.1 = )</li> </ul>
do you wish your students already had walking into this lesson?)			10 x 10 = 100)	<ul><li>power of 10s</li><li>dividing power of 10s</li></ul>	with spelling out names of numbers and place values

	<ul> <li>hundreds</li> <li>tens</li> <li>ones</li> <li>tenths</li> <li>hundredths</li> <li>thousandths</li> </ul>	<ul> <li>hundreds</li> <li>tens</li> <li>ones</li> <li>tenths</li> <li>hundredths</li> <li>thousandths</li> <li>multiply</li> <li>divide</li> </ul>	<ul> <li>hundreds</li> <li>tens</li> <li>ones</li> <li>tenths</li> <li>hundredths</li> <li>thousandths</li> <li>exponential form</li> <li>power</li> </ul>		form, word form, expanded form thousand hundred tens tenths hundreds thousands
Fluency Skills to Practice:	• naming the place value of place value chart	• using the place value chart	<ul> <li>place value names</li> <li>power of 10s</li> </ul>	• review	Mathematics academic language vocabulary
Lesson: (This should be a brief summary of what students will do during the lesson, and should include the most important parts of the Engage NY lesson. You can use abbreviations like "Example 1" or "Activity 2.") How will you build optimism?	Review: -ten ones is ten -twenty ones is twenty Introduce Value Chart -go over names of place value -demonstrate how digits written in different parts of the charts mean different things Decimal Place -on a place value chart, demonstrate how multiplying and dividing by 10 shifts the number	Review: -place value names -place value chart Lesson: -skip counting -using the place value chart to shift digits -challenge: solve the problem without using place value chart Practice; -problem sets	Review: -place value names -multiply and divide by 10, 100, and 1000 Lesson: -power of 10 chart -completing a pattern (ex: 0.03, 0.3, 3, 30, 300) Practice: -Problem sets		Review: -multiply decimals by 10, 100, and 1000 -Prac Lesson: -Practice writing out word form of a number -practice writing expanded form of a number Practice: -Problem sets
RPG Reflection					
Homework:	Lesson 1 Homework Sheet	Lesson 2 Homework Sheet	Lesson 3 Homework Sheet		Lesson 4 Homework Sheet

This document was created by Charlotte Eibert, Marcela Miranda, and Jesse Robinson, influenced by Erin Dougherty, 7th grade math teacher at KIPP: Boston, and based on general best practices of backwards design of high performing charter schools across the country.

Teacher: S	Weekly Overview           ACE Charter Schools           Teacher:         Spafford           Grade:         8th           ANet Cycle:         1           Week Starting:         August 17 – August 21, 2015									
	Part B, Cont: Weekly Overview—Preparing to Teach a Week of Lessons									
	Monday 50 Minutes 50 Minutes	Tuesday 50 Minutes 50 Minutes	Wednesday 50 Minutes 50 Minutes	Thursday <mark>45 Minutes</mark> 45 Minutes	Friday 45 Minutes 45 Minutes					
Standard(s) Taught:	Culture of Optimism RL/RI 8.10	RL/RI 8.10	RL/RI 8.10	RL/RI 8.10	RL/RI 8.10					
4M Objective(s): <u>M</u> anageable, <u>M</u> easurable, <u>M</u> ade First, <u>M</u> ost Important	SWBAT explain the routines and expectations of Room 11. SWBAT create a list of good reading habits.	SWBAT select a just-right book for independent reading. SWBAT track personal reading and growth using a reading log.	SWBAT choose a personal strategy to build reading stamina.	SWBAT make a strong prediction using prior knowledge. SWBAT create at least 2 questions to clarify or inquire.	SWBAT determine the main idea of a given paragraph in a text.					
Formative Assessment: (How do you know they understood and met the objective?	Reading journal (completed reading list) Conferences	Reading journal Reading log	Reading journal Conferences	Conferences	Conferences					
Academic Vocabulary of Lesson:	<ul> <li>Agency: Sense of urgency</li> </ul>		• Stamina: power to endure; build strength	<ul> <li>Annotate: To make notes while reading</li> <li>Inquire: To find out</li> </ul>	•					

Skills to Practice:	Readers build agency.	<ul> <li>Readers make smart reading choices.</li> <li>Readers reflect and keep track of their reading.</li> </ul>	<ul> <li>Readers build stamina the more they read.</li> </ul>	<ul> <li>Readers are engaged in their reading by annotating the text and annotating with predictions.</li> <li>Readers are engaged in their reading by annotating the text by asking questions to find out more.</li> </ul>	<ul> <li>Readers are engaged in their reading by annotating the text by finding the main idea.</li> </ul>
Key Teaching Points (strategies): (What all students must know by the end of class)	<ul> <li>Good readers</li> <li>✓ Keep working on things that may be difficult</li> <li>✓ Take charge of our own reading lives by choosing to use our time to develop the skills we need to be good readers</li> <li>✓ Not give up when things get hard</li> <li>✓ Overcome obstacles</li> <li>✓ Practice reading skills independently to grow as readers</li> </ul>	<ul> <li>Good readers ask</li> <li>✓ Does this book interest me?</li> <li>✓ Do I understand the book?</li> <li>✓ Do I understand most of the words?</li> <li>Good readers occasionally read books that are too easy or difficult for you, but the majority of the time you need to be reading just right books.</li> <li>Good readers</li> <li>✓ Reflect on their reading by keeping track of what they read</li> </ul>	<ul> <li>Good readers</li> <li>Get themselves back on track if they become distracted or tired while reading</li> <li>Make a list of strategies to keep going and overcome mental block <ul> <li>Reread part of the text</li> <li>Sit up straight</li> <li>Review what you just read</li> <li>Give your eyes a quick rest</li> </ul> </li> </ul>	<ul> <li>Good readers</li> <li>Make strong predictions with background knowledge</li> <li>Ask "What do I know about this topic?"</li> <li>Use text structure to predict information.</li> <li>Annotate on the margins of a text when possible.</li> <li>Good readers</li> <li>Ask questions to clarify or inquire with "I wonder" and "Why did"</li> </ul>	<ul> <li>Good readers</li> <li>Think what the paragraph is about</li> <li>Make a note of what the main idea is by annotating it in the margin</li> </ul>

Text Used/ Materials	The Most Magnificent Thing Reading notebook	and how much they read Keep track of reading to see improvement (like sport statistics) Reading log Book bins	<ul> <li>Get comfortable or readjust</li> </ul>	"China's Test Factory"	"China's Test Factory"
	pages Goal setting paper				
Lesson: (This should be a brief summary of the key elements of the lesson that will lead to mastery of the objective.)	Connection (Hook): "Welcome to 8 th grade ELA" Teach Point (I Do): -Rules -Expectations	Connection: "What are some strategies we know to help us pick books?" Teach Point: -List from above	<b>Connection:</b> "I was reading this book <i>'The Wicked</i> <i>Girls'</i> and it was so hard to get through. It took me until page 125 before it got good."	Connection: "Remember the photo we saw this morning in the DO NOW?" Teach Point -List from above	Connection: "Now we're going to add on another way we can annotate text. To understand what the whole paragraph is about, we need to
	-Routines	Active Engagement: Partner share	Teach Point: -List from above	Active Engagement -Turn and teach	figure out what is the main idea?"
	Engagement (We Do): -Partner talk	Link: Use one of the	Active Engagement: Partner talk	<mark>Link</mark> -Make sure you	Teach Point -List from above
	Independent Practice: -Practice routines	strategies to help you today to pick an independent book	Link -Pick at least 1 strategy to work on during reading	check your prediction to see if it's strong or too simple (duh prediction)	<b>Engagement</b> -Partner practice/turn and teach
	Connection: "Sometimes reading can be	Independent Practice Pick a SSR book	stamina	Independent Practice	Link

challenging, but as people in the real world, we can't give up right when thing gets tough. You have to come up with some good strategies to help you get overcome obstacles." <b>Teach Point:</b> -List of strategies <b>Active</b> <b>Engagement:</b> -Partner talk to come up with more ideas <b>Link:</b> -Find at least 2 personal strategies to help <b>Independent</b> <b>Practice:</b> -Brainstorm more strategies -Pick two strategies to start off the year	<ul> <li>Connection: "Now that we have a book, it's really great way to start tracking our reading."</li> <li>Show Channing Tatum's workout stats.</li> <li>"He had to work out really hard to get the body he desiredto be a stronger reader, you have to make goals too."</li> <li>Teaching Point -How to use reading log</li> <li>Active Engagement -Partner check reading log</li> <li>Link -Start to fill out reading log for your reading today</li> </ul>	Independent Practice Pick at least 1 strategy to use when wanting to give up on reading	-Make prediction on text Connection: "Remember when you get a piece of text, the first thing you should do is make a prediction. Then, as you read, you want to keep yourself engaged by asking questions to clarify or inquire." Teach Point: -List from above Active Engagement: -Turn and teach partner Link: Make questions while annotating the text. Independent Practice: Work in groups on adding questions while we annotate.	Go back over the article and write down the main idea for each paragraph. Independent Practice -Write down main idea for each paragraph
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Homework:	8 th grade goal setting	Independent Practice -Read independently and fill out reading log Read and fill out reading log (entry	Read and fill out reading log (entry	Read and fill out reading log	Read and fill out reading log
		<mark>#1)</mark>	#2)	Finish article with questions and predictions.	Finish article with main ideas
Strong Culture					
Structures:					
(See list below.					
Write in any notes for					
ensuring all					
students are					
implementing)					
Ratio Moves:	Turn and Talk				
(See list below.					
Write in the ones					
that you will use,					
and any					
additional details.)					
Students with	Student:	Student:	Student:	Student:	Student:
Disabilities:					
(The purpose is	Disability:	Disability:	Disability:	Disability:	Disability:
to have these				,	
students on your	Accommodations:	Accommodations:	Accommodations:	Accommodations:	Accommodations:
radar. Can be					
the same week					
to week.)					

Strong Culture Structures: (These will make ratio moves effective.)	College voice	Tracking	Hand-raising	Complete sentences	Protocol for agree/disagree (thumbs up/down, sentence starters)
Ratio Moves: (These are reminders of different types of ratio moves that you can add into the lesson.)	Turn & Talks with sentence starters such as, "I agree with you because, I got my answer by, my answer is wrong because, Another way you can solve is	Student explains work on DocCam or from white board (with an expectation for what non- presenting students are doing). Also known as a "show call." Important that the work is already done—the student is not redoing their work.	Cold-call students to restate an explanation another student gave in their own words. Teach students to ask other students to repeat their answer if they need help.	Write explanation of each step to solve a problem (with word bank of mathematical terms).	Whiteboard CFUs (or scribe-coach). Ensure there are sound practices for passing out and collecting white boards, markers and erasers to minimize time.

ACE Math Planning Protocol ACE Charter Schools						
	Engage NY and ANet Cycle Planning Document					
	Teacher: Noriega Grade: 5th Cycle: 1					
Deadlines and Feed	Deadlines and Feedback					
Purpose	Time needed;	Teacher Responsibilities	Leader Responsibilities			
	frequency	Purposefully Plan	Support and Accountability			
Cycle Overview	3-4 hours, once per	PD Day – 3-4 hours - in collaboration with	4 hours of time kept sacred; collaboration			
Understanding the	cycle (first cycle	other teachers, submitted EOD to server for	and support during creation of Part A.			
Modules and	completed in the	math lead and/or manager to check.				
Standards; Overall	summer time),					
Pacing	uploaded to ACE Link.					
Weekly Overview	1.5 hours for 3-5	Common Planning Time – 1.5 hours for 3-5	1.5 hours/ week of time kept sacred;			
Digesting the	lessons every week; 2	lessons/wk - 2 weeks before teaching.	written feedback within 48 hours – 10-15			
Lessons' Purpose	weeks in advance of		minutes per teacher; look for alignment to			
	teaching, uploaded to		Engage NY and standards (rigor), clear			
	ACE Link.		objectives and conceptual key points.			
Lesson Materials	15-25 minutes per	During prep-time, teacher modifies the	Written feedback within 48 hours – 20-30			
Modifying Engage	class; 1 week before	Engage NY materials based on Part B.	min per teacher; look for clarity of lesson			
NY Materials	teaching and uploaded	Materials are "game ready."	and high cognitive load.			
	to ACE Link.					
Annotating the	15-20 min/day.	Teachers complete the day before the	Leader observes lesson and provides			
Lesson		lesson is taught in order to prepare the	feedback. When asked, the teacher can			
Final Preparation		right teacher moves and questions based on	provide the annotated lesson materials.			
before Teaching		the Engage NY lesson plan and the modified student materials.				

Part A: Cycle Overview—Understanding the Standards and Engage NY Materials and Pacing			
1. Save this template to ACE Link in the following	Complete		
format:			
Date of Teaching_ANet Cycle Overview_Modules			
Included_School Site_Initials			
Ex: 150817_A10verview_G5M1-2_Em_JR			
(School site abbreviations: Creative Arts: CA;			
Empower: Em; Franklin McKinley: FM; Inspire: In)			

NBT 1-4, 7) and 2 (NBT 5, 7) NBT 7)
Itiplicative Patterns on the Place Value Chart imal Fractions and Place Value Patterns nding Decimal Fractions ing and Subtracting Decimals tiplying and Dividing Decimals stal Strategies for multiplying surement Word Problems with Multi-Digit Division ols: nber Lines re Value Charts re Value Disks a Models nber Bond
in r i i t t t t t t t t t t t t t t t t t

^{5.} Understand the standards.

a. For each standard you will teach in this ANet cycle, read the standard language. Write down <u>key language</u> here: 5.NBT.A.1:multi-digit numbers, 10 times as much, 1/10

5.NBT.A.2: patterns, powers of 10, whole number exponents

 $^{^1\,\}rm Refer$  to the Engage NY Aligned Math 15-16 SAS on ACE Link

² See checklist here: <u>https://www.engageny.org/resource/grades-6-8-mathematics-curriculum-map</u> or on ACE Link

5.NBT.A.3a: read and write decimal values, thousandths, base-ten, numerals, number names, expanded form,

5.NBT.A.3b: compare, >, <, =

5.NBT.A.4: place value, round

5.NBT.B.5: multiply, multi-digit numbers, standard algorithm

5.NBT.B.7: addition, subtraction, hundredths, models, properties or operation

b. Then, solve as if you were a student at least 4 problems in MY ANet that are aligned to these standards.

c. List the conceptual understandings, skills, common misconceptions, and any vocabulary or knowledge needed to solve these problems.

Standard:	Conceptual	Skills:		Vocabulary/Knowled
	Understandings:		Common Misconceptions	ge:
5.NBT.A.1	<ul> <li>what it means to multiply/divide by 10 (the shortcut of moving the decimal)</li> <li>grouping or multiplicative reasoning</li> <li>place values are greater to the left</li> </ul>	<ul> <li>moving decimal to multiply or divide by 10</li> <li>multiplication</li> <li>addition</li> <li>recognize words that mean to add, multiply, or divide</li> <li>writing (to explain answer)</li> <li>adding very large #s with very small #s</li> <li>dividing</li> <li>(read) visualize word problems</li> <li>what's the goal of the problem</li> </ul>	<ul> <li>the number of zeros is all that's taken into account (forgetting the actual number in that place value)</li> <li>"oneths" vs "tenths"</li> <li>mixing up "tens" and "tenths"</li> <li>when adding numbers, leaving out important powers of 10 (i.e. 2 vs 20 or 200 or 2000)</li> <li>miss interpret information (i.e. multiply by 20 with the turkey problem)</li> </ul>	<ul> <li>place value (including decimals)</li> <li>result</li> <li>value</li> <li>more than</li> <li>greatest</li> <li>digits</li> <li>10 times smaller/larger</li> </ul>
5.NBT.A.2	<ul> <li>meaning of place value</li> <li>order of operations</li> <li>dividing doesn't always lead to smaller numbers</li> </ul>	<ul> <li>multiplying and dividing by 10</li> <li>evaluating exponents</li> <li>place value as powers of 10</li> <li>checking you work</li> </ul>	<ul> <li>not recognizing where the decimal is in a whole number</li> <li>mixing up commas and decimal points</li> <li>mixing up the direction of where to move the decimal when dividing vs multiplying</li> </ul>	<ul> <li>power</li> <li>exponent</li> <li>base</li> <li>triple</li> <li>cube</li> <li>double</li> <li>square</li> <li>grouping notation ( )</li> </ul>

5.NBT.A.3b	<ul> <li>left are getting really big)</li> <li>equivalence of fractions</li> <li>how the number line works</li> <li>Being able to compare the values of different decimal values using &lt;,&gt;,=</li> <li>Being able to convert between different forms</li> </ul>	<ul> <li>checking your answers</li> <li>placing decimals on a number line</li> <li>adding fractions and decimals</li> <li>translating fractions to decimals</li> <li>finding equivalent fractions</li> <li>ordering numbers with decimals</li> <li>translate words to numerical representation</li> <li>comparing two decimals</li> <li>using inequality symbols</li> <li>converting between forms</li> </ul>	<ul> <li>writing four hundred sixty nine as 40069</li> <li>fewer digit means a smaller number (i.e. 3.12 and 3.015)</li> <li>trying to turn fractions into decimals without getting powers of ten the denominator</li> <li>Being confused with absence of zero at the end of a decimal value (thinking that the longer number is always bigger when decimal points are present)</li> </ul>	<ul> <li>place value</li> <li>equal to</li> <li>number line</li> <li>numerator</li> <li>denominator</li> <li>expanded form</li> <li>multiplying by zero</li> </ul> 2ero compare <ul> <li>inequality symbols</li> <li>convert</li> </ul>
5.NBT.A.3a	<ul><li> equivalence of fractions</li><li> how the number line</li></ul>	<ul> <li>answers</li> <li>placing decimals on a number line</li> <li>adding fractions and decimals</li> </ul>	<ul> <li>fewer digit means a smaller number (i.e. 3.12 and 3.015)</li> <li>trying to turn fractions into decimals without getting powers of ten the</li> </ul>	<ul> <li>number line</li> <li>numerator</li> <li>denominator</li> <li>expanded form</li> </ul>

5.NBT.B.5	<ul> <li>place value</li> <li>understanding multiplication as repeated addition</li> <li>how is rounding helpful</li> <li>the distributive property (i.e. multiply 326 by 47)</li> <li>understanding why we need the placeholder and why we need to carry</li> <li>how factors affect the product</li> </ul>	<ul> <li>subtracting decimals</li> <li>reading directions carefully</li> <li>justify answers</li> <li>dividing a number line involving decimals</li> <li>decoding a word problem</li> <li>multiply multi- digit numbers</li> <li>explain your reasoning</li> <li>rounding as a strategy</li> <li>thinking about a problem flexibly</li> </ul>	<ul> <li>forgetting the placeholder term</li> <li>making errors with basic multiplication facts</li> <li>forgetting to carry/mistakes with carrying</li> <li>note the second mistake, but miss the 1st one</li> </ul>	<ul> <li>multiplication</li> <li>placeholder term</li> <li>estimate</li> <li>factor</li> <li>product</li> <li>between</li> </ul>
5.NBT.B.7	<ul> <li>distributive property</li> <li>place value</li> <li>inverse relationship between adding and subtracting</li> <li>recognizing when you can use the shortcut (i.e. 6.6-1=5.6, 5.6- 1=4.6, 4.6-1=3.6)</li> </ul>	<ul> <li>rounding and estimating</li> <li>adding and subtracting decimals</li> <li>setting up an equation from a word problem</li> <li>using the shortcuts/rules of 10 when appropriate</li> </ul>	<ul> <li>losing the decimal point</li> <li>not reading the problem carefully</li> <li>not aligning the decimal points</li> <li>simply do something random with the numbers without meaning</li> </ul>	<ul> <li>multiplication and division facts</li> <li>total</li> <li>estimate</li> <li>between</li> <li>whole number</li> </ul>

Module/	Conceptual	Skills:		Vocabulary/
Question #:	Understandings:		Common Misconceptions	Knowledge:
M1 #1	<ul> <li>what it means to multiply/divide by 10 (the shortcut of moving the decimal)</li> <li>grouping or multiplicative reasoning</li> <li>place values are greater to the left</li> <li>meaning of place value</li> <li>order of operations</li> <li>dividing doesn't always lead to smaller numbers</li> </ul>	Draws place value chart showing movement of digits Explain movement of units to the left for multiplication and movement of units to the right for division	Not able to accurately draw the place value chart or explain reasoning	equations, quantities, operations, produce, place value chart, explain
M1 #2	<ul> <li>what it means to multiply/divide by 10 (the shortcut of moving the decimal)</li> </ul>	Draws area model Shows work to find product accurately expresses product in both word and expanded form	uses area model to multiply incorrectly expanded form of inaccurate product	Area Model Product Standard Form word form expanded form
M1 #3	<ul> <li>Being able to convert between different forms</li> <li>being able to compare values of different decimal values using &gt; = &lt;</li> </ul>	Comparing decimals Using inequality symbols Translate words to numerical expressions	Unable to differentiate between < and >	compare inequality symbols
M1 #4	All of the above	All of the above	(( ))	estimate sum difference quotient rounding
M2 #1	Divisors as powers of 10 either as multiples of 10 or exponents	Exponents	unable to express the divisors as powers of 10 either as multiples of q0 or as exponent and produces a place value chart incorrectly	Express Divisor Power

	Correct reasoning on th place value chart	multiplying decimals			Place value model Estimate
M2 #2	Rounding decimals	Dividing decimals		Unable to round either the dividend or the divisor to a one-digit fact	
M2 #4	Divides and shows the non-equivalence of the quotients	Divide whole numbers Explaining reasoning	Unable to show non quotients	Unable to show non-equivalence of quotients	
M2 #6					
a. D b. L	nd the lesson outcomes. For e o the Exit Ticket as if you wer ist the understandings, skills,	e a student. common misconceptions,	and vocabulary/knowleds	ge needed to be successfu	
	etermine a rating for the less				
Lesson:	Conceptual Understandings:	Skills:	Common Misconceptions:	Vocab/Knowledge:	Crucial Rating 1-5
G5M1L1	dividing	making a place value chart moving digits on pv chart placing digits on the pv chart	moving the digits the incorrect number of times counting the decimal point as a box	place value chart value digit	5
G5M1L2	Using powers of 10 to multiply or divide without visualizations	moving digits according to power of 10s	moving digits incorrectly when multiplying/dividing moving the incorrect number of times	solve	3
G5M1L3	Understanding power of ten (exponent)	converting between numbers and exponential form	wrong number of "0's" moving wrong number of places	exponential form, multiplication sentence, factor	5

G5M1L5	Understanding the place value system and the naming of numbers	converting between standard, word, and expanded forms	vocabulary challenges writing fraction	standard form, word form, expanded form	4
G5M1L6	Comparing and ordering numbers	Putting number on place value chart Using inequality symbols Ordering Numbers	using inequality symbols incorrectly putting numbers in pv chart incorrectly confusing decreasing for increasing	value chart increase / decrease order arrange compare	5
G5M1L7	Rounding decimal values using a number line	Placing value on number line	confused by number line incorrectly numbering the number line	round, given place, number lines, place value names	3
G5M1L8	Rounding decimal values and creating a number line	rounding rules placing value on number line	rounding incorrectly (or to the wrong place)	round, given place, number line, place value names	2
G5M1L9	Converting between numbers and word forms Adding decimal values	adding using standard algorithm converting between forms	converting numbers and word form confusing vocabulary (ex: tens and tenths)	standard algorithm place value names	5
G5M1L10	Converting between number and word forms subtracting decimal values	subtracting using standard algorithm converting between forms	borrowing across zeroes incorrectly not lining up the problem confusing vocabulary	vertical place value names	5
G5M1L11	Using the place value chart to multiply using the disk model Beginning to understand the area model	multiplication area model place value	drawing the chart wrong	disks, place value chart, equation, product, standard form	4
G5M1L12	Estimating products	rounding multiplication	not estimating correctly overlooking decimal point	estimation, value, expression, reasoning	2
G5M1L16	Solve word problems using decimal	Reading the problem to Add , Subtract, and multiply decimals	misunderstanding the problem	anything on the word problem	2

	operations (focusing in +, -, x)				
G5M2L1	Multiplying multi-digit whole numbers	multiplying	misplacing place values	product multiply	5
G5M2L2	Rounding and estimating	rounding multiplying	rounding incorrectly multiplying incorrectly	factor, estimate, product	2
G5M2L5	Multiplying using area model and standard algorithm	decompose numbers for the area model set up standard algorithm	decomposing number incorrectly multiplying incorrectly not using "0" place holder	area model standard algorithm	4
G5M2L6	Multiplying using area model and standard algorithm	understanding partial product	decomposing number incorrectly multiplying incorrectly not using "0" place holder	area model standard algorithm partial products	4
G5M2L7	Multiplying using area model and standard algorithm (3 digits x 3 digits)	understanding partial product	decomposing number incorrectly multiplying incorrectly not using "0" place holder	area model standard algorithm partial products	4
G5M2L8	Estimating product Using standard algorithm to solve Comparing actual product to estimated product	Estimation Multiplication	estimating incorrectly multiplying incorrectly not using 0 placeholder	estimate product standard	2 (combined with lesson 7)
G5M2L9	Using standard algorithm to solve multi-step multiplication word problems	reading the problem using standard algorithm multiplication	misunderstanding the problem	anything on the word problem	5
G5M2L13	Use whole numbers multiplication to express equivalent measurements	reading the problem using standard algorithm multiplication	misunderstanding the problem	anything on the word problem	3

What are your take-aways from completing these exit tickets (to remember later when you return to this document to create your weekly overviews):

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8. Create your calendar.

- d. Using the Math SAS and the Engage NY Checklist, determine which lessons you'll teach on which day, and pay close attention to assessment days and holidays.
- e. On the template below, copy the objectives from the module for the correct day.
- f. If necessary, combine objectives or break up a lesson to teach over multiple days, based on your knowledge of the lessons and how long they will take students to master. This can always be revised in later steps; this is a rough draft.

Date	Day	Module	Lesson	Standard	Objective
8/17	Μ	1	1	5.NBT.A.1	Students will compare the digits in a multi-digit number to explain their
					relationship using a place value chart.
8/18	Т	1	1	5.NBT.A.1	Students will reason pictorially and concretely using place value understanding
					to relate adjacent base ten units from millions to thousandths.
8/19	W	1	2	5.NBT.A.1	Students will reason abstractly using place value understanding to relate
					adjacent base ten units from millions to thousandths
8/20	TH	1	3a	5.NBT.A.2	Students will use exponents to name place value units
8/21	F	1	3b	5.NBT.A.2	Students will explain patterns in the placement of the decimal point using
					exponents.
8/24	М	1	5	5.NBT.A.3	Students will name decimal fractions in expanded, unit, and word forms by
				b	applying place value reasoning
8/25	Т	1	6	5.NBT.A.3	Students will compare and order decimal fractions to the thousandths using
				b	like units, and express comparisons with >,<,=.
8/26	W	1	7a	5.NBT.A.4	Students will round a given decimal to any place using the vertical number line
8/27	TH	1	7b/8	5.NBT.A.4	Students will round a given decimal to any place using place value
					understanding.
8/28	F			All of the	Review & Quiz on Place Value
				above	
8/31	М	1	9	5.NBT.7	Students will add decimals using place value strategies and relate those
					strategies to a written method
9/1	Т	1	10a	5.NBT.7	Students will subtract decimals using place value strategies and relate those
					strategies to a written method

9/2	W	1	10b	5.NBT.7	Students will subtract decimals across zeroes using place value strategies and relate those strategies to a written method
9/3	TH	1	11a	5.NBT.2 5.NBT.3 5.NBT.7	Students will multiply whole numbers by single digit whole numbers through the use of the area model.
9/4	F	1	11b	5.NBT.2 5.NBT.3 5.NBT.7	Students will multiply whole numbers by multi-digit whole numbers through the use of the area model.?
9/7	М				No School (provide break hw to review?)
9/8	Т	1	12	5.NBT.2 5.NBT.3 5.NBT.7	Students will multiply whole numbers by multi-digit whole numbers, including using estimation to confirm an answer
9/9	W	1	16	5.NBT.B.7	Solve word problems using decimal operations
9/10	TH			5.NBT.2 5.NBT.3 5.NBT.7	Review & Quiz on Decimals
9/11	F	2	1	5.NBT.1 5.NBT.2	Students will multiply multi-digit whole numbers and multiples of 10 using place value patterns
9/14	М	2	5a	5.NBT.B.5	Students will multiply multi-digit whole numbers using the standard algorithm.
9/15	Т	2	5b	5.NBT.B.5	Students will connect the area model to partial products of the standard algorithm without renaming.
9/16	W	2	6	5.NBT.B.5	Students will multiply and connect area models to partial products of the standard algorithm with renaming
9/17	TH	2	7	5.NBT.B.5	Students will multiply and connect area models to partial products of the standard algorithm with renaming
9/18	F	2	8	5.NBT.B.5	Students will fluently multiply multi-digit whole numbers using the standard algorithm
9/21	М	2	9a	5.NBT.B.5	Students will determine the reason for multiplication and fluently multiply multi-digit whole numbers using the standard algorithm to solve single step word problems.
9/22	Т	2	9b	5.NBT.B.5	Students will determine the steps to solving a multi-digit word problem.
9/23	W	2	9c	5.NBT.B.5	Students will fluently multiply multi-digit whole numbers using the standard algorithm to solve multi-step word problems.
9/24	TH	2	13		Use whole number multiplication to express equivalent measurements
9/25	F			All of the above	Review & Quiz on Whole Numbers
9/28	М				Review

9/29	Т		Review
9/30	W		Assessment day

This document was created by Charlotte Eibert, Marcela Miranda, and Jesse Robinson, influenced by Erin Dougherty, 7th grade math teacher at KIPP: Boston, and based on general best practices of backwards design of high performing charter schools across the country.

### Appendix K

Schedule of Assessed Standards



### CrossNetwork Online ELA 15-16: 5th grade

	Notes on Item Types Assessed		A1	A2	A3	A4	Totals
	Hotes of Herri Types / Biessed		All passag	es except Literature-Poetry will g	enerally have a Lexile Range of	740-1010.	
	of machine-scored items by passa e selected, and will include a com	-	Informational	Informational	Literature-Poetry	Literature-Traditional Literature	
response, evide	ence-based selected-response, m technology-enhanced items.	ultiple-select, and	Literature-Story	LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	7 INF
Approximately 30-	tems will include short answer an response. 50% of items across all interims v	vill be evidence-based		LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	5 LIT
	nse, multiple-select, or technolog se items will vary by interim base standards.				LINKED - Informational		
	Common Core Standards			cates that at least 1-2 items will a standards R.4, L.4 and/or L.5 will		-	
	RI.5.1/RL5.1		Х	X	Х	X	1
	Key Ideas & Details	RI.5.2 / RL.5.2	Х	X	Х	X	1
		RI.5.3 / RL.5.3	Х	X	Х	X	
		RI.5.4 / RL.5.4	X*	X*	X*	X*	
Reading	Craft & Structure	RI.5.5 / RL.5.5			Х	X	
		RI.5.6 / RL.5.6	Х	X	Х	X	
	Integration of Knowledge &	RI.5.7 / RL.5.7			Х		
	Ideas	RI.5.8	Х	X		X	
		RI.5.9 / RL.5.9		X	Х		
Language	Vocabulary Acquisition &	L.5.4	X*	X*	X*	X*	
Language	Use	L.5.5	Х*	X*	X*	X*	
		W.5.1			Х		
Writing	Text Types & Purposes	W.5.2		X		X	
		W.5.3	Х				
		Machine Scored	11 - 13	14 - 16	15 - 17	14 - 16	
		scoring guide provided)	1	1	1	0	
	Prose Constructed Response (		1	1	1	1	
		Total Questions	13 - 15	16 - 18	17 - 19	15 - 17	



### CrossNetwork Online ELA 15-16: 6th grade

	Notes on Item Types Assessed	1	A1	A2	A3	A4	Totals
			All passages	except Literature-Poetry will g	generally have a Lexile Range	of 925-1185.	
	The total number of machine-scored items by passage will be determined when passages are selected, and will include a combination of selected- response, evidence-based selected-response, multiple-select, and technology-enhanced items.			Informational	Literature-Poetry	Literature-Traditional Literature	
response, evide				LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	7 INF
Approximately 30-	tems will include short answer an response. 50% of items across all interims v	vill be evidence-based		LINKED - Literature-Poetry	LINKED - Informational	LINKED - Informational	5 LIT
	selected-response, multiple-select, or technology-enhanced items. The number of these items will vary by interim based on the passages and standards.				LINKED - Informational		
	Common Core Standards			tes that at least 1-2 items will a andards R.4, L.4 and/or L.5 will		· · · · · ·	
		RI.6.1 / RL.6.1	Х	X	Х	X	1
	Key Ideas & Details	RI.6.2 / RL.6.2	Х	X	Х	Х	
		RI.6.3 / RL.6.3	Х	X	Х	X	
		RI.6.4 / RL.6.4	X*	X*	Х*	X*	
Reading	Craft & Structure	RI.6.5 / RL.6.5	Х	X	Х	X	
		RI.6.6 / RL.6.6	Х	X	Х	X	
	Integration of Knowledge C	RI.6.7 / RL.6.7			Х		1
	Integration of Knowledge & Ideas	RI.6.8	Х		Х	X	
	lueas	RI.6.9 / RL.6.9		X	Х	X	
Language	Vocabulary Acquisition &	L.6.4	X*	X*	Χ*	X*	
Language	Use	L.6.5	X*	X*	X*	X*	
		W.6.1			Х		
Writing	Text Types & Purposes	W.6.2		X		X	
	W.6.3		Х				
		Machine Scored	11 - 13	14 - 16	15 - 17	14 - 16	
	Short Answer (se	coring guide provided)	1	1	1	0	
	Prose Constructed Response (se	coring guide provided)	1	1	1	1	
		Total Questions	13 - 15	16 - 18	17 - 19	15 - 17	



### CrossNetwork Online ELA 15-16: 7th grade

	Notes on Item Types Assessed		A1	A2	A3	A4	Totals
	Notes of Ren Types / Bessed		All passage	es except Literature-Poetry will g	enerally have a Lexile Range of	925-1185.	Totals
	of machine-scored items by passa	-	Informational	Informational	Literature-Poetry	Literature-Traditional Literature	
response, evide	when passages are selected, and will include a combination of selected- response, evidence-based selected-response, multiple-select, and technology-enhanced items.			LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	7 INF
Approximately 30-	tems will include short answer an response. 50% of items across all interims v	vill be evidence-based		LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	5 LIT
	selected-response, multiple-select, or technology-enhanced items. The number of these items will vary by interim based on the passages and standards.				LINKED - Informational		
	Common Core Standards			ates that at least 1-2 items will a standards R.4, L.4 and/or L.5 will			
		RI.7.1/RL.7.1	Х	X	Х	X	1
	Key Ideas & Details	RI.7.2 / RL.7.2	Х	Х	Х	X	
		RI.7.3 / RL.7.3	Х	X	Х	X	
Reading		RI.7.4 / RL.7.4	X*	X*	X*	X*	
Reauling	Craft & Structure	RI.7.5 / RL.7.5	Х		Х	X	
		RI.7.6 / RL.7.6	Х	X		X	
	Integration of Knowledge &	RI.7.8			Х	X	
	Ideas	RI.7.9 / RL.7.9		X	Х	X	
Languago	Vocabulary Acquisition &	L.7.4	X*	X*	X*	X*	
Language	Use	L.7.5	X*	X*	X*	X*	
		W.7.1			Х		
Writing	Text Types & Purposes	W.7.2		X		X	
	W.7.3		Х				
		Machine Scored	11 - 13	14 - 16	15 - 17	14 - 16	
		(scoring guide provided)	1	1	1	0	
	Prose Constructed Response	(scoring guide provided)	1	1	1	1	
		Total Questions	13 - 15	16 - 18	17 - 19	15 - 17	



### CrossNetwork Online ELA 15-16: 8th grade

	Notes on Item Types Assessed		A1	A2	A3	A4	Totals
	Notes of item Types / Bessed		All passag	es except Literature-Poetry will g	enerally have a Lexile Range of	925-1185.	
The total number of machine-scored items by passage will be determined when passages are selected, and will include a combination of selected-			Informational	Informational	Literature-Poetry	Literature-Traditional Literature	
response, evide	ence-based selected-response, m technology-enhanced items.	ultiple-select, and	Literature-Story	LINKED - Literature-Story	LINKED - Informational	LINKED - Informational	7 INF
Approximately 30-	tems will include short answer an response. 50% of items across all interims v	vill be evidence-based		LINKED - Literature- Traditional Literature	LINKED - Informational	LINKED - Informational	5 LIT
	selected-response, multiple-select, or technology-enhanced items. The number of these items will vary by interim based on the passages and standards.				LINKED - Informational		
	Common Core Standards			cates that at least 1-2 items will a standards R.4, L.4 and/or L.5 will			
		RI.8.1/RL.8.1	Х	X	Х	X	
	Key Ideas & Details	RI.8.2 / RL.8.2	Х	X	Х	X	
		RI.8.3 / RL.8.3	Х	X	Х	X	
		RI.8.4 / RL.8.4	X*	X*	X*	X*	
Reading	Craft & Structure	RI.8.5 / RL.8.5	Х	X	Х	X	
		RI.8.6 / RL.8.6	Х	X		X	
	Integration of Knowledge &	RI.8.7 / RL.8.7			Х		
	Ideas	RI.8.8			Х	X	
		RI.8.9 / RL.8.9		X	Х	X	
Language	Vocabulary Acquisition &	L.8.4	X*	X*	X*	X*	
Language	Use	L.8.5	Х*	X*	X*	X*	
		W.8.1			X		
Writing	Text Types & Purposes	W.8.2		X		x	
	W.8.3		X				
		Machine Scored	11 - 13	14 - 16	15 - 17	14 - 16	
		scoring guide provided)	1	1	1	0	
	Prose Constructed Response (		1	1	1	1	
		Total Questions	13 - 15	16 - 18	17 - 19	15 - 17	



#### EngageNY Aligned Online Math 15-16 5th Grade

5th Grade	-	• · · · · ·						
	STANDARD	Assessment 1 BRIEF DESCRIPTION	STANDARD	Assessment 2 BRIEF DESCRIPTION	STANDARD	Assessment 3 BRIEF DESCRIPTION	STANDARD	Assessment 4 BRIEF DESCRIPTION
	JIANDARD		JIANDARD	BRILI BLICKIF HON	JIANDARD	BRIEF DESCRIPTION	JIANDARD	
	5.NBT.1	Relative Place Value in a Multi- Digit Number	5.NBT.6	Divide Whole Numbers	5.NF.3	Interpret Fractions as Quotients	5.MD.4	Measure Volume by Counting Unit Cubes
	5.NBT.2	Use and Explain Powers of 10 to Multiply and Divide	5.NF.1	Add and Subtract Fractions	5.NF.5a	Compare Products	5.MD.5a	Find Volume by Packing Rectangular Prisms with Unit Cubes
	5.NBT.3a	Read and Write Decimals	5.NF.2	Add and Subtract Fraction Word Problems	5.NF.5b	Explain the Results of Multiplying by a Fraction	5.MD.5b	Find the Volume of Rectangular Prisms by Using Formulas
Major	5.NBT.3b	Compare Decimals			5.NF.6	Multiply Fractions Word Problems	5.MD.5c	Volume of Rectangular Prism Compositions
	5.NBT.4	Round Decimals			5.NF.7a	Divide a Unit Fraction by a Whole Number	5.NF.4a	Multiply Fractions and Interpret Products
	5.NBT.5	Multiply Multi-Digit Whole Numbers			5.NF.7b	Divide a Whole Number by Unit Fraction	5.NF.4b	Area with Fractional Side Lengths
	*5.NBT.7	Compute with Decimals			5.NF.7c	Solve Real World Problems by Dividing Whole Numbers and Unit Fractions		
Supporting			*5.MD.1	Unit Conversions within a System	5.MD.2	Make and Use Fractional Line Plots		
			*5.OA.1	Parentheses in Expressions			5.G.1	Understand the Coordinate System
			5.OA.2	Write and Interpret Numerical Expressions			5.G.2	Graph and Interpret Coordinate Points
Additional							5.G.3	Shared Attributes of 2-D Figures
							5.G.4	Classify 2-D Figures in a Hierarchy
							5.OA.3	Generate Patterns, Identify and Graph Relationships Between Patterns
			5.NBT.1	Relative Place Value in a Multi- Digit Number	5.NBT.5	Multiply Multi-Digit Whole Numbers	*5.MD.1	Unit Conversions within a System
			5.NBT.2	Use and Explain Powers of 10 to Multiply and Divide	5.NBT.6	Divide Whole Numbers	5.NF.6	Multiply Fractions Word Problems
			5.NBT.3a	Read and Write Decimals	*5.NBT.7	Compute with Decimals	5.NF.7a	Divide a Unit Fraction by a Whole Number
Review			5.NBT.3b	Compare Decimals	5.NF.1	Add and Subtract Fractions	5.NF.7b	Divide a Whole Number by Unit Fraction
			5.NBT.4	Round Decimals	5.NF.2	Add and Subtract Fraction Word Problems		
			5.NBT.5	Multiply Multi-Digit Whole Numbers				
			*5.NBT.7	Compute with Decimals				
Machine Scored		21		31		30		30
Teacher Scored		4		4		4		4
Total Questions		25		35		34		34
Notes	items. Teacher-scored Approximately 2 The number of m	r of machine-scored items will be di items will include a combination of 2 20-25% of items across all interims w nultiple-select and technology-enha appear on the SAS because it will be	2-point and 4-poir vill be multiple-se nced items will va	nt constructed-response items. lect or technology-enhanced items. rry by interim based on the standard	ds.		iect, numerical-re	sponse, and technology-enhanced
MATERIALS						tanda a on constructed response.		
Calculator	Cal	culator Not Allowed	Ca	lculator Not Allowed	Ca	Iculator Not Allowed	Ca	lculator Not Allowed
Reference Sheet	<u> </u>	ANet-Provided		ANet-Provided	L	ANet-Provided	L	ANet-Provided
Graph Paper		Not Required		Not Required		Not Required	Sugge	sted, Teacher-Provided
	an actorick coa th	ne note below with additional inform		-	ic intorim	·		· · · ·

### Additional Notes on Assessed Standards

	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
STANDARD	NOTES	STANDARD	NOTES	STANDARD	NOTES	STANDARD	NOTES	
	In A1, 5.NBT.7 is restricted to addition and subtraction.	5.MD.1	In A2, 5.MD.1 will not assess converting a fractional unit by a fractional conversion rate.	5.NBT.7	In A3, items will assess multiplication and division of decimals.	5.MD.1	In A4, items may assess the full breadth of the standard.	
		5.OA.1	Items will only assess solving expressions with whole numbers.					
		5 NRL /	In A2, items will review addition and subtraction of decimals.					



6th Grade		13 10						Learning. Together.
	STANDARD	Assessment 1 BRIEF DESCRIPTION	STANDARD	Assessment 2 BRIEF DESCRIPTION	STANDARD	Assessment 3 BRIEF DESCRIPTION	STANDARD	Assessment 4 BRIEF DESCRIPTION
	6.NS.1	Interpret, Compute, and Solve Word Problems with Division of	6.NS.5	Understand, Use, and Explain Contextual Positive and Negative		Write and Evaluate Numerical		
		Fractions	0.113.5	Rational Numbers		Expressions Involving Exponents		
	6.RP.1	Understand Ratios and Describe Ratio Relationships	6.NS.6a	Opposites	<u>6.EE.2a</u>	Write Algebraic Expressions		
	6.RP.2	Understand Unit Rates	6.NS.6b	Understand Locations of Ordered Pairs	<u>6.EE.2b</u>	Name Parts of Expressions		
	<u>6.RP.3a</u>	Use Tables and Graphs to Make Equivalent Ratios and Compare Ratios	6.NS.6c	Rational Numbers on Number Lines and Coordinate Planes	<u>6.EE.2c</u>	Evaluate Algebraic Expressions		
	<u>6.RP.3b</u>	Solve Unit Rate Problems	6.NS.7a	Interpret Inequalities and Relative Positions of Rational Numbers on a Number Line	6.EE.3	Generate Equivalent Expressions		
Major	<u>6.RP.3c</u>	Solve Percent Problems	6.NS.7b	Order of Rational Numbers in Real-World Contexts	6.EE.4	Identify Equivalent Expressions		
	<u>6.RP.3d</u>	Use Ratios to Convert Measurement Units	6.NS.7c	Understand and Interpret Absolute Value of Rational Numbers	<u>6.EE.5</u>	Solve Equations and Inequalities Using Substitution		
			6.NS.7d	Distinguish Absolute Value from Order of Rational Numbers	6.EE.6	Use Variables to Represent Numbers and Write Expressions		
			6.NS.8	Graph and Find Distance Between Coordinate Points	<u>6.EE.7</u>	Write and Solve One-Step Real- World and Mathematical Equations		
					6.EE.8	Write and Represent Real-World and Mathematical Inequalities		
					<u>6.EE.9</u>	Represent and Analyze Relationships Between Variables in Equations, Graphs, and Tables		
							<u>6.G.1</u>	Area of Polygons by Composition and Decomposition
							6.G.2	Volume of Rectangular Prisms with Fractional Edge Lengths
Supporting							<u>6.G.3</u>	Polygons in the Coordinate Plane
							<u>6.G.4</u>	Nets and Surface Area
			6.NS.2	Divide Multi-Digit Whole Numbers			6.SP.1	Recognize Statistical Questions
			6.NS.3	Compute with Decimals			6.SP.2	Describe the Distribution of Data Sets
			6.NS.4	Greatest Common Factor, Least Common Multiple, and the Distributive Property			6.SP.3	Recognize Center and Variation of a Data Set
Additional							6.SP.4	Dot Plots, Histograms, and Box Plots
Additional							<u>6.SP.5a</u>	Summarize Data: Number of Observations
							<u>6.SP.5b</u>	Summarize Data: Measured Attributes
							<u>6.SP.5c</u>	Summarize Data: Find Quantitative Measures and Describe Patterns
							<u>6.SP.5d</u>	Summarize Data: Choose Measures of Center and Variability
			6.NS.1	Interpret, Compute, and Solve Word Problems with Division of Fractions	6.NS.6c	Rational Numbers on Number Lines and Coordinate Planes	<u>6.EE.2c</u>	Evaluate Algebraic Expressions
			6.RP.2	Understand Unit Rates	<u>6.RP.3b</u>	Solve Unit Rate Problems	<u>6.EE.7</u>	Write and Solve One-Step Real- World and Mathematical Equations
Review					<u>6.RP.3c</u>	Solve Percent Problems	<u>6.EE.9</u>	Represent and Analyze Relationships Between Variables in Equations, Graphs, and Tables
							6.NS.7b	Order of Rational Numbers in Real-World Contexts
							<u>6.RP.3d</u>	Use Ratios to Convert Measurement Units
Machine Scored		24		31		32		32
Teacher Scored Total Questions		4 28		4 35		4 36		4 36
Notes	items. Teacher-scored Approximately 2	er of machine-scored items will be dis items will include a combination of 2 20-25% of items across all interims w	-point and 4-poin ill be multiple-sel	em counts by standard, and will incl t constructed-response items. ect or technology-enhanced items.			ect, numerical-resp	
MATERIALS	The number of m	nultiple-select and technology-enha	iced items will val	y by interim based on the standard	s.			
Calculator	Calculator Sect	ion (eligible standards underlined above)	Cal	culator Not Allowed	Calculator Sect	ion (eligible standards underlined above)	Calculator Secti	ion (eligible standards underlined above)
Reference Sheet	Sugar	ANet-Provided ested, Teacher-Provided	Sugar	ANet-Provided sted, Teacher-Provided		ANet-Provided Not Required	Sugge	ANet-Provided
Graph Paper	Sugge	steu, Teacher-Provided	Sugge	steu, reacher-Provided	L	NUC Required	Sugge	sted, Teacher-Provided



#### EngageNY Aligned Online Math 15-16

EngageNY Aligne 7th Grade	ed Online Math	15-16						Learning. Together.
	STANDARD	Assessment 1 BRIEF DESCRIPTION	STANDARD	Assessment 2 BRIEF DESCRIPTION	STANDARD	Assessment 3 BRIEF DESCRIPTION	STANDARD	Assessment 4 BRIEF DESCRIPTION
		Describe Contextual Opposites		Add, Subtract, Factor, and Expand		Understand Contextual	JIANDARD	BRIEF DESCRIPTION
	7.NS.1a	that Sum to Zero	7.EE.1	Linear Expressions	7.EE.2	Equivalent Expressions		
	7.NS.1b	Understand and Interpret Sums of Rational Numbers	7.NS.2a	Understand, Interpret, and Calculate Products of Rational Numbers	<u>7.EE.3</u>	Solve Multi-Step Real-World and Mathematical Problems with Rational Numbers		
	7.NS.1c	Understand Subtraction as Adding the Inverse and Distance as Absolute Value	7.NS.2b	Understand, Interpret, and Calculate Quotients of Rational Numbers	7.EE.4a	Write and Solve Two-Step Real- World and Mathematical Equations		
	7.NS.1d	Apply Properties of Operations to Add and Subtract Rational Numbers	7.NS.2c	Apply Properties of Operations to Multiply and Divide Rational Numbers	7.EE.4b	Solve and Graph Two-Step Real- World and Mathematical Inequalities		
Major	7.RP.1	Compute Unit Rates	7.NS.2d	Rational Numbers and Decimal Form	7.RP.3	Solve Multi-Step Ratio and Percent Problems		
	7.RP.2a	Identify Proportional Relationships	7.NS.3	Solve Real-World and Mathematical Problems with				
	7.RP.2b	Identify Unit Rate in Tables, Graphs, Equations, Diagrams, and Verbal Descriptions		Rational Numbers				
	7.RP.2c	Represent Proportional Relationships By Equations						
	7.RP.2d	Coordinate Points and Unit Rate						
					7.SP.5	Understand Probability and Likelihood	<u>7.SP.1</u>	Population and Sampling
					<u>7.SP.6</u>	Approximate Probability and Predict Frequency	7.SP.2	Generate Samples and Drav Inferences
					<u>7.SP.7a</u>	Uniform Probability Models		
Supporting					<u>7.SP.7b</u>	Develop Probability Models from Observations		
					<u>7.SP.8a</u>	Understand Probability and Compound Events		
					7.SP.8b	Represent Sample Spaces for Compound Events		
					<u>*7.SP.8c</u>	Design and Use a Simulation for Compound Events		
	<u>7.G.1</u>	Scale Drawings			<u>7.G.4</u>	Area and Circumference of a Circle	<u>7.G.2</u>	Draw Geometric Shapes
							7.G.3	Cross Sections
Additional							<u>7.G.5</u>	Solve Multi-Step Angle Proble
							7.G.6	Area, Volume, and Surface Are 2-D and 3-D Objects
							7.SP.3	Assess Visual Overlap of Two Data Distributions
							<u>7.SP.4</u>	Draw Inferences from Measur of Center and Variability
			7.NS.1d	Apply Properties of Operations to Add and Subtract Rational Numbers	7.NS.2d	Rational Numbers and Decimal Form	7.EE.1	Add, Subtract, Factor, and Exp. Linear Expressions
			7.RP.1	Compute Unit Rates	7.NS.3	Solve Real-World and Mathematical Problems with Rational Numbers	<u>7.EE.3</u>	Solve Multi-Step Real-World a Mathematical Problems wit Rational Numbers Write and Solve Two-Step Re
			7.RP.2c	Represent Proportional Relationships By Equations			7.EE.4a	World and Mathematical Equations Solve and Graph Two-Step Re
Review			7.RP.2d	Coordinate Points and Unit Rate			7.EE.4b	World and Mathematical Inequalities Apply Properties of Operation
							7.NS.2c	Multiply and Divide Rationa Numbers Identify Unit Rate in Tables,
							7.RP.2b	Graphs, Equations, Diagrams, a Verbal Descriptions Solve Multi-Step Ratio and
								Percent Problems
Machine Scored Teacher Scored		27 4		26 4	-	31 4	-	29 4
Total Questions	-	31		30		35		33
Notes	items. Teacher-scored Approximately 2	r of machine-scored items will be disf items will include a combination of 2- 0-25% of items across all interims wi ultiple-select and technology-enhan	point and 4-point Il be multiple-sele	constructed-response items. ct or technology-enhanced items.	e a combination o	r selected-response, multiple-select,	numerical-respor	se, and technology-enhanced
	The number of f	ionapic sciect and technology-ennan	conterns win vary	by meetin based on the standards.				
MATERIALS								
	Calculator Sect	ion (eligible standards underlined	-	culator Not Allowed	Calculator Sect	ion (eligible standards underlined	Calculator Sec	ion (eligible standards underline
MATERIALS Calculator Reference Sheet	Calculator Sect	ion (eligible standards underlined above) ANet-Provided	Ca	Iculator Not Allowed ANet-Provided	Calculator Sect	ion (eligible standards underlined above) ANet-Provided	Calculator Sec	ion (eligible standards underling above) ANet-Provided

Additional Notes on Assessed Standards

Assessment 3			
STANDARD	NOTES		
7.SP.8c	7.SP.8c will not be assessed through machine-scored items; it may be assessed through constructed-response items.		



#### EngageNY Aligned Online Math 15-16

Sth Grade	STANDARD 8.EE.1 8.EE.3	Assessment 1 BRIEF DESCRIPTION Properties of Integer Exponents Express and Estimate Numbers	STANDARD 8.EE.5	Assessment 2 BRIEF DESCRIPTION Graph, Interpret, and Compare	STANDARD	Assessment 3 BRIEF DESCRIPTION	STANDARD	Assessment 4 BRIEF DESCRIPTION
Major	8.EE.1 8.EE.3	Properties of Integer Exponents			STANDARD	BRIEF DESCRIPTION	STANDARD	BRIEF DESCRIPTION
Major	8.EE.3		8.EE.5	Craph Interpret and Compare				
Major		Express and Estimate Numbers		Proportional Relationships	8.EE.8a	Systems of Linear Equations and Points of Intersection	8.EE.2	Square Root and Cube Root Equations and Solutions
Major		Using Powers of Ten	8.EE.6	Explain Slope and Derive Linear Equations	8.EE.8b	Solve Systems of Linear Equations Algebraically, Graphically, and by Inspection	*8.G.6	Pythagorean Theorem Proof and its Converse
Major	8.EE.4	Perform Operations with Scientific Notation	8.EE.7a	Linear Equations and Number of Solutions	<u>8.EE.8c</u>	Solve Real-World and Mathematical Problems Using Systems of Linear Equations	<u>8.G.7</u>	Real-World and Mathematical Pythagorean Theorem Applications in 2-D and 3-D
	8.G.1	Properties of Transformations: Lines, Angles, and Parallel Lines	8.EE.7b	Solve Multi-Step Linear Equations	8.F.1	Functions: Graphing and Definition	<u>8.G.8</u>	Pythagorean Theorem and Distance in a Coordinate System
	8.G.2	Transformations and Congruency	8.G.4	Transformations and Similarity	<u>8.F.2</u>	Compare Properties of Two Functions in Different Representations		
	8.G.3	Transformations and Coordinates	8.G.5	Angles: Parallel Lines and Triangles	8.F.3	Linear and Nonlinear Functions		
					<u>8.F.4</u>	Construct and Interpret Linear Functions		
					8.F.5	Qualitative Descriptions and Graphs		
					8.SP.1	Construct, Interpret, and	8.NS.1	Rational Numbers, Irrational
						Describe Scatter Plots		Numbers, and Decimal Expansion
Supporting					8.SP.2	Trend Lines	8.NS.2	Approximations
							<u>8.SP.3</u>	Use and Interpret Linear Models
							<u>8.SP.4</u>	Understand, Construct, and Interpret Two-Way Tables
Additional							<u>8.G.9</u>	Volume: Cones, Cylinders, and Spheres
	-		-		-		о <b>г</b>	
			8.EE.3	Express and Estimate Numbers Using Powers of Ten	<u>8.EE.5</u>	Graph, Interpret, and Compare Proportional Relationships	8.EE.1	Properties of Integer Exponents
Review			8.EE.4	Perform Operations with Scientific Notation	8.EE.7a	Linear Equations and Number of Solutions	<u>8.EE.8c</u>	Solve Real-World and Mathematical Problems Using Systems of Linear Equations
			8.G.3	Transformations and Coordinates	8.EE.7b	Solve Multi-Step Linear Equations	<u>8.F.2</u>	Compare Properties of Two Functions in Different Representations
							<u>8.F.4</u>	Construct and Interpret Linear Functions
Machine Scored		18		24		31		30
Teacher Scored		4		4		4		4
Total Questions		22		28		35		34
Notes	items. Teacher-scored Approximately 2 The number of n	er of machine-scored items will be di items will include a combination of 3 20-25% of items across all interims h nultiple-select and technology-enha nd 8.G.1c do not appear on the SAS	2-point and 4-poir vill be multiple-se inced items will va	nt constructed-response items. lect or technology-enhanced items. ry by interim based on the standard		n of selected-response, multiple-se	lect, numerical-re	sponse, and technology-enhanced
MATERIALS								
Calculator	Ca	Iculator Not Allowed	Cal	culator Not Allowed	Calculator Sect	ion (eligible standards underlined above)	Calculator Sect	ion (eligible standards underlined above)
Reference Sheet		ANet-Provided		ANet-Provided		ANet-Provided		ANet-Provided
Graph Paper		ested, Teacher-Provided		sted, Teacher-Provided	Sugge	sted, Teacher-Provided		ested, Teacher-Provided
Tracing Paper For a standard with		ested, Teacher-Provided he note below with additional inform		sted, Teacher-Provided that standard will be assessed on th	is interim	Not Required	Sugge	ested, Teacher-Provided

Additional Notes on Assessed Standards

	Assessment 4			
STANDARD	NOTES			
8.G.6	8.G.6 will not be assessed through machine-scored items; it may be assessed through constructed-response items.			

### Appendix L

**Curriculum Development Model** 

### **DD2** Agenda and Considerations

Facilitator(s)	Торіс	Considerations
	<ul> <li>Text Analysis: Discussion around text selection, key understandings, and takeaways from qualitative TC analysis.</li> <li>Purpose: Why do we start with the text?</li> <li>Discussion: <ul> <li>Based on text chosen, what were the key understandings?</li> <li>What were challenges present in the text?</li> <li>(Consider structure, meaning, language, knowledge demands)</li> </ul> </li> </ul>	Let's try to practice this together in <u>40 mins</u> . *LT needs to delegate grades that they will "coach around" during this portion. Artifacts: • Let's study this <u>text</u> <u>analysis</u> from former teacher at CAA. Tools: • What is a Key Understanding? <u>Use this</u> <u>document</u> . • Qualitative Text <u>Complexity Rubrics</u>
Teacher- lead?	<ul> <li>Data Point 1 Student Open Response:</li> <li>Purpose: What does an authentic written response tell us about the child's comprehension?</li> <li>Discussion per bucket: <ul> <li>What did students understand about the text?</li> <li>Potential instructional solution? What's your gut saying so far?</li> </ul> </li> </ul>	Teachers should be set with myANet logins and know how to access open response. I think we should facilitate this with teachers using chart paper to add to the collaborative style of meeting. Artifact: Again, take a look at the <u>analysis of student open</u> <u>response</u> from former teacher at CAA.
	<ul> <li>Data Point 2 Selected Response:</li> <li>Purpose: You want to confirm or refine your hypothesis from the open response data.</li> <li>Discussion: <ul> <li>Questions connected to specific standards that I would want to explore more based on my hypothesis?</li> <li>Let's start with 2-3</li> </ul> </li> </ul>	Artifact: <u>Item Analysis</u> sample from A1.

	<ul> <li>selected response items that could confirm or shift our hypothesis.</li> <li>Differentiated action steps?</li> </ul>	
	<ul> <li>Create Reassessment</li> <li>Purpose: You want to see kids get stronger working through challenging texts independently. CCR.</li> <li>Procedure <ul> <li>a. Download the "Reteach Passage"</li> <li>b. Read and ID key understanding of the passage. Create a focusing question that students will respond to in open response.</li> <li>c. Write (3) text-dependent questions that support understanding the passage.</li> </ul> </li> <li>Logistics: How will you reassess and when?</li> </ul>	Let's try to practice this together in <u>30 mins</u> . Artifacts: From Colorado • <u>1st step</u> : High level backwards planning, using the data to create REASSESSMENT
	<ul> <li>Action Planning</li> <li>Purpose: What we know is that it's not data analysis that moves student achievement; it's better and more customized instruction.</li> <li>Work time: <ul> <li>What text(s) will you use?</li> <li>How will you guide students through the hard components of the text? (Think about student sub-groups)</li> <li>How can you lean on the Engage curriculum for activity ideas?</li> </ul> </li> </ul>	Let's try to practice this together in <u>30 mins</u> . Artifact: From Colorado • 2nd step: Plan your reteach lessons (Day 1, Day 2 close reading lessons; <u>student</u> materials packet)
Principal	<ul> <li>Wrap Up</li> <li>What will change as a result of today?</li> <li>How will we know we're successful?</li> <li>Logistical info about LP feedback, observation support,</li> </ul>	

reflection meeting.	
---------------------	--

#### Agenda for DD2 Prep

- 1. Participate wearing "teacher hat"
- 2. Practice / role-play wearing "facilitator hat"
- 3. Anticipate common pitfalls or challenges
- 4. Delegate coaching roles Ex. Principal coaches 6th/7th grade teacher, teacher lead coaches 8th grade teachers, etc.
- 5. Footnote We have not had "writing" data meetings yet. More to come.



## ACE Empower Middle School

# Reflections and Next Steps

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## **Climate & Culture**

*Neat, orderly environment *Strong leadership (as per teachers!) *Respectful

-Greeters

-Greeted by teachers

*Do Now

-Making use of instructional time

-Activating background knowledge and anchoring learning *Common language/signals/structures/behaviors *Great learning and life skills for all students!



Implementation of The Write Tools Strategies

I observed . . .

*Two and three column notes in content classes
*Formal summary structure (Name it, Verb it, Big picture with jot dots)
*The Writing Routine

--T-charts as a planning structure

- --Blocking out multi-paragraph essay
- *Citing text evidence

*Connecting writing to text and content material



Remember--according to the Write Tools strategies . . .

The Write Tools common uses of the colors are . . .

Green: Topics, topic sentences and conclusions Yellow: Big ideas, reasons Red: Explain or support the big ideas and reasons

Attaching colors to other concepts may cause confusion. Just be sure to point this out to students.



Remember--according to the Write Tools strategies . . .

# summaries are not the same as the paragraph and multi-paragraph structures.

Summary: Name it, Verb it, Big picture, Jot dots (No conclusion)

Paragraph: Topic sentence, body sentences, conclusion

Multi-paragraph: Intro paragraph, body paragraphs, Concluding paragraph





### Give students good models as an instructional tool.

For example: Give students four different topic sentences—have them identify each type, and then let them use the good examples in their writing as topic sentences and conclusions. (At least until they have a strong understanding of the different types.)





Have students do the first steps of the writing routine in groups.

In groups . . . *Read/Analyze Prompt *Stop and Think *Brainstorm *Pick & Choose *Make a Plan and Color Code

Then have students turn & talk a paragraph using their plan, and then write paragraphs on their own from the group plan.



Suggestion—Vocabulary

# Vocabulary T-charts or 2-3 Column Notes



A minor correction in teaching vocabulary T-charts

### Word: Brainstorming

## Definitions following Rule of 5...

## 1) A group of minds together

- 2) Ideas for solving a problem
- 3) Everybody thinking of ideas



## Instead . . . Try This

### <u>Word</u>

Definition

Brainstorming

*Group Thinking -for generating ideas

(Each line should follow rule of 5--not necessarily the entire definition.)



# Start with Vocabulary



# Short Pieces of Text

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# Bunraku—famous Japanese puppets that are almost life size

## bunraku

Puppets
Japanese
life size



# Kimono—long robe with wide sleeves worn by people in Japan

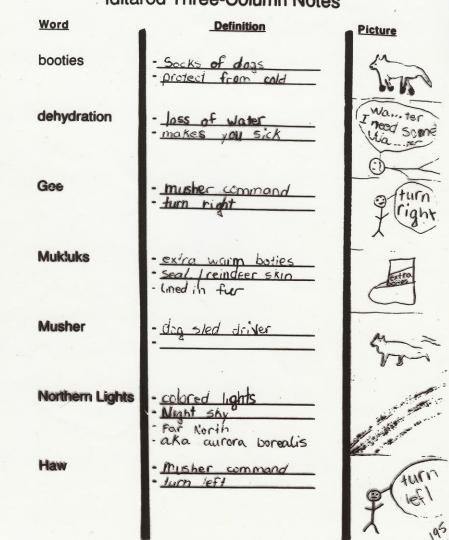
kimono

Each line should follow rule of 5 robe

- long
- wide sleeves
- Japanese



22



#### Iditarod Three-Column Notes



What's the problem here?

-Ivan the	T espennic and Friends
terrible	were victures
· ···· · ···· · · · ·	made hip people pay with blood
••• ••••	made himself czar
	1530 ne was boon
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What's the problem here?

T=00	striches
Size	<ul> <li>taller than A basket</li> <li>players</li> <li>They way over 300</li> </ul>
Speed	They run Past - over 40 miles per
look like	* They are black a white - fluffy fether
2999S	<ul> <li>8 inches long</li> <li>3 pounds</li> <li>feed 10 people</li> </ul>



	,	reometry	h Diade. Diade. Diade. Diade. Diade. Diade. Diade. Diade. Diade. Diade. Diade. Diade.
		line	
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-			• <u> </u>



- abolitionist = acquirst Slavery Surful to own a human Jarrison Douglass ( The second state a black man abolitionist amous speaker former slave. Ived in Baltimore lescy usil slave - charleston, sc - purchased his freedom - Jonueone told on Join caught & hung Turner - Slave from Virginia - 1831 he + his followers murder 57 people before they were captured. LOhitner invented & Cotton gin



Did not completely follow rule of 5—but gives you an idea for note-taking.

VHS Title - "Nervous System" Directions: As you watch this videg take notes that relate to the topics listed in the left column. Central Nervus Dairs Pinalcor System DAISOLDD ripheral Newas crahel 12 Pairs System · spinal 31 Pairs · autonemic hervous system cool Brives it retsever all things Receptors sense greater danand foroxigene while running ere bral Cortey 2 hemisp lot's of fol'ps



## Opportunities

As your writing consultant, I see opportunities when I return on December  $10^{\rm th}$  and  $11^{\rm th}$  and beyond . . .

*Co-Plan and co-teach lessons

*Model lessons in classrooms based on your content.

- -Components of the Writing Routine
- -Summary Writing
- -Students giving feedback to each other
- -Revision strategies
- -Increasing student load
- -Picking up the instructional pace

*Look at student work samples in teacher teams and plan future instruction



## Thank you!

I had a great time at your school and am energized by all the work that is happening here. I look forward to my return here on December 10th and 11th. Please don't hesitate to contact me with any celebrations, frustrations, or questions.

## Mary@thewritetools.net



Passage:

		Analyze	the data		Define next steps
What a	re the key understandings	of the passage? What is the big qu	uestion student should be able to a	nswer after they read it?	What features will you look for in the next passage?
What a	re the qualitative characte	ristics of the passage? Consider the	e aspects below.		
	Meaning/Purpose	Structure	Language	Knowledge Demands	
Review	any student work and the	prompt associated with it.	I	1	With what aspects of the passage did students struggle? What groups of students?
	pe of writing and evidence to this prompt?	e would you see in a strong	What did students understand ab students struggle to understand?	out the passage? What did	
Item # and %	What qualitative characteristic does the item target? Standard?	What did a student need to understand to get this question right?	What might have led students to the distractor they chose?	Which students have common misunderstandings?	



#### ELA RETeach Assessment Planning Template

Format (whole g	roup, small group, etc.)	English Language Arts: Whole group, small group	
Re-Assessment Text (Name & Genre)	Teaching the Key Understandings	Plan for Post-Assessment Instruction (who and when)	Open Ended Response Question For Re-Assessment
	•	What lessons in the next unit can I zero in on these difficult text characteristics with students?	
		How will I support them in digging into these text aspects?	What The Ideal Response Includes
Characteristics of Assessment Text	What upcoming text has similar characteristics?	What questions will I ask?	
•	•		

Multiple Choice Questions for Re- Assessment	Correct Answer	Key Understandings for Correct Answer (What does the scholar need to understand to get this question correct?)	Distractor Choices

Data Day Math Break-Out Room

ACE Empower December 18, 2015

#### ANet data is everyone's data



## **Healthy Competition**



## **Objectives**

- Teachers will complete an analysis of one standard, a re-assessment, and a re-teaching plan.
- Teachers will leave having completed their entire re-teaching plan and all lesson materials that go with the plan
- Teachers will leave with scheduling with their coach a specific time to observe their re-teach!

## Deliverables

- Analysis of one standard.
- Re-assessment of one standard.
- Action plan for reteaching one standard due by COB today, December 18th, 2015
- All lesson materials turned into coach by COB today, December 18, 2015

## Agenda - Empower

- 9:00 9:30 Opening
- 9:30 9:35 Framing, Mindsets, and Overview of Process
- 9:35 9:45 Celebrate Wins
- 9:45 10:00 Exemplar process -
- 10:00 10:15 Modeling Item Analysis
- 10:15 10:35 Item analysis
- 10:35 10:55 Create a Re-Assessment
- 10:55 11:15 Build Knowledge
- 11:15 11:30 Break
- 11:30 11:50 Action Planning
- 11:50 12:30 Work time/Create Invite

#### Agenda - Empower

9:00 - 9:30 - Opening (30 mins)

9:30 - 9:35 - Framing, Mindsets, and Overview of Process (data is all of our data, alignment to exit tickets)

9:35 - 9:45 - Celebrate Wins (have teachers generate, what are you proud of, and how did you make this happen?)

9:45 - 10:00 - Exemplar process - Rene demonstrates (takeaway - this is a longer process, not a 1 lesson, 1 time event. Needs review of data, then teach again, then re-assess again. This is a learning process, already taught standards once, chance to do it right this time)

10:00 - 10:15 - Modeling Item Analysis (model one problem, #15 7NSA2d)

10:15 - 10:35 - Item analysis (teacher do themselves, check in with Nick and Reissa as they never done this. Keep teachers on analysis, don't let them start on action plans)

10:35 - 10:55 - Create a Re-Assessment (show how to create re-assessment, 5 mins modeling, 15 individual)

10:55 - 11:15 - Build Knowledge (using resources to understand the standard, so go back to Engage NY to see how it is suppose to be taught - 5 mins modeling, 15 mins individual work time to find the lesson on Engage NY)

11:15 - 11:30 Break

11:30 - 11:50 - Action Planning/Create Invite (show examplar action plan, maybe Erika, and have her discuss learnings about maybe it needs to be more detailed and time (not just 1 lesson), then have Sandra talk about the alignment with coaching to reteach and reassess)

11:50 - 12:30 - Work time (Goal final action plan by COB today - Vu Long will meet to approve)

#### Celebrations



#### Celebrations

What are some wins we have with our data for Anet CIA#2?

#### **Exemplar Process**

## **Exemplar Process**

- 1. Re-teaching plans are not a one time, one lesson plan
- 2. Must be revisited multiple times
- 3. review of data, then re-teach again if data doesn't show gains
- 4. Ultimately, this is a learning process, for both students and teacher to learn from the previous time and do it right the second time

## **Item Analysis**

**Decision #1:** Choose a priority standard to analyze & understand the meaning of the prioritized standard(s).

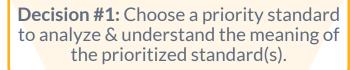
**Decision #2:** Determine where students were successful and struggled analyzing data from items and student work in the standard(s).

**Decision #3:** Decide how you will address why students struggled by reflecting, researching, planning and adapting instruction accordingly.



## **Item Analysis**

Let's do this together



**Decision #2:** Determine where students were successful and struggled analyzing data and student work from items in the standard(s).

**Decision #3:** Decide how you will address why students struggled by reflecting, researching, planning and adapting instruction accordingly.



#### You need MY open on your desktop, open to your data:



# Decision #1: Choose a priority standard to analyze & understand the meaning of the prioritized standard(s). If possible, choose the same one as other teachers that teach the same grade.

Choose a standard that:

- is a **major** standard,
- is one in which the students are **struggling** (less than 50%),
- is a standard that the teacher **taught**,
- (ideally) that will be **re-assessed** next assessment, has more than 1 question,
- might be **foundational**,
- and, if possible, is the **same priority standard as the other teacher(s)** that teach the same grade.



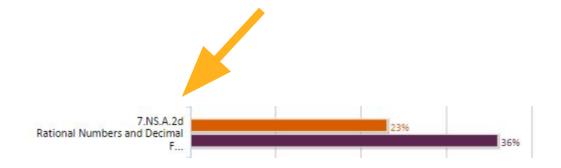
#### Decision #1: ... Understand the meaning of the standard.

Read over the language of the standard.

- What skills and concepts are present in this standard?
- How does this standard relate to other standards in its cluster? How do they relate to the cluster heading?

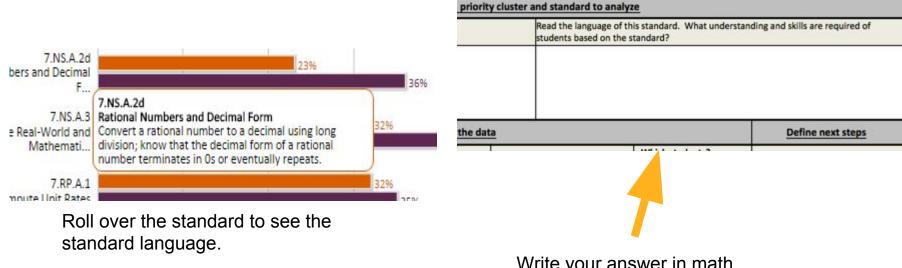


#### Roll over the standard to see the standard language.





## Read the language of the standard. What understanding and skills are required of students? Math Assessment Data Analysis



Write your answer in math assessment data analysis sheet



#### Analyzing Math Data - We'll do one together.

Great! Time for Decision #2



**Decision #1:** Choose a priority standard to analyze & understand the meaning of the prioritized standard(s).

**Decision #2:** Determine where students were successful and struggled analyzing data and student work from items in the standard(s).

**Decision #3:** Decide how you will address why students struggled by reflecting, researching, planning and adapting instruction accordingly.



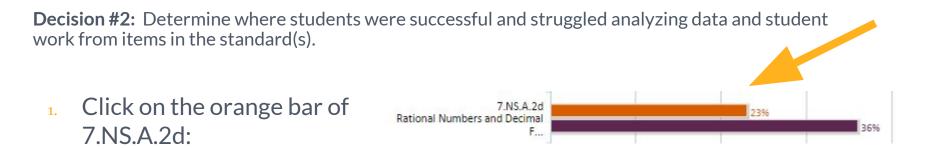
#### Go to 7th grade data on MY.



#### Roll over 7.NS.A.2d



ÄNet



3. Click on the question 15:

		STUDENT ANALYSIS	TECHNOLOGY ENHANCED	SELECTED RESPONSE	ALL ITEMS
	Points Possible	ible	% Points Possi	Question *	
Techn	1		28%	6	
Techn	1		8%	15	
Sele	1		3296	18	



**Decision #2:** Determine where students were successful and struggled analyzing data and student work from items in the standard(s).

#### Solve the problem yourself. What part of the standard does the item assess?

Question 15				
Write the frac	tion `4/64` as a c	decimal.		
Enter your an	swer in the box.			

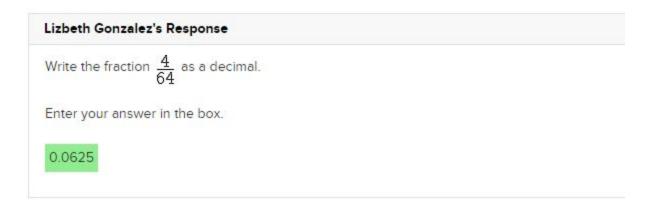


Why did students choose the wrong answer?





## What will students need to do or think differently in order to answer it correctly?





Which students?



LL ITEMS SELECTED RESPONSE	TECHNOLOGY ENHANCED ST	TUDENT ANALYSIS		
Question *	% Points Possible	Points Possible	Item Type	-
6	28%	1	Technology Enhanced	
15	8%	1	Technology Enhanced	
18	32%	1	Selected Response	



Which students?

ALL ITEMS	SELEC	TED RESPONSE	TEC	HNOLOG	Y ENI	HANCED	STI	UDENT ANALYSIS
Students		Number of Points	#6	1 Point	#15	1 Point	#18	1 Point
Aguirre Duarte, (	Carol	0 of 3		0		0	A	0
Altamirano, U	lises	0 of 3	1	0	1	0	A	0
Ambrosio, Mar	riana	0 of 3	1	0		0	A	0
Anaya Espinoza,	Cesar	1 of 3	1	0		0	в	1
Banos Barrera,	Sarai	0 of 3	1	0		0	A	0
Barriga, Eloi:	sa	0 of 3		0		0	С	0
Beltran, Gabr	riel	0 of 3		0		0	A	0
Carrillo Gutierre	z, Ca	0 of 3		0		0	A	0
Castaneda, Alv	varo	2 of 3		1		0	В	1
Castaneda-Zunig	a, Jo	0 of 3		0		0	С	0
Cervantes, Step	hanie	0 of 3		0		0	A	0
Cisneros Rodrig	uez,	0 of 3	1	0	1	0	A	0



## What about my instruction may have led to the confusion?



# Any questions?

# Your turn. In your analysis sheet (in your participant's' packet), fill each of these questions in for all the questions in your standard.

			Define next steps		
Item # and %	What part of the standard does the item assess?	Why did students choose the wrong answer?	What will students need to do/think differently to answer correctly?	Which students? (Ex: Students of all levels or generally students in the lower half of the class?)	What about my instruction may have led to the confusion? Name teaching objectives and how to adapt instruction. (Use your data and ANet objectives)
					а
				<u>.</u>	



# **Create a Re-Assessment**

- 1. Re-assessment should be 3-5 questions long.
- 2. It should take roughly 5-8 minutes to complete (as long or a little longer than an exit ticket.)
- 3. Re-assessment MUST be the same level of rigor as ANet.
- 4. It should assess the standard (or aspect of the standard) that you are reteaching.
- 5. It should include at least 1 short answer or open response item.
- 6. It should include all the common misconceptions you saw in the ANet assessment for this standard.

# How to create a quiz tool (in your packet)

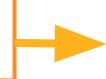
- Go to MY and click on "Quizzes and Passages" tab.
- Click on GREEN button, "Create new quiz."
- Give it a name (5.NBT.4 Re-Assessment) and click "Submit."
- Click "Add/Remove" Standards
- Select the standard you want to re-assess, then SCROLL DOWN and click, "Submit."
- Click on, "Add/Remove Questions" that is in blue on the right.
- Select the problems you'd like in your quiz, and click, "submit."
- Click, "Generate HTML."
- To find it in the future, go to "My Quizzes."

## **Analyzing Math Data**

**Decision #1:** Choose a priority standard to analyze & understand the meaning of the prioritized standard(s).

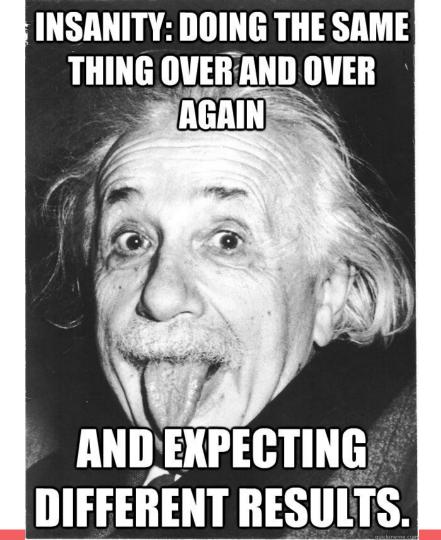
**Decision #2:** Determine where students were successful and struggled analyzing data and student work from items in the standard(s).

Home stretch: Time for Decision #3



**Decision #3:** Decide how you will address why students struggled by reflecting, researching, planning and adapting instruction accordingly.





# **Build Knowledge**

Based on observations at your schools...

Strengths:

- Evidence of strong planning
- Rigorous content
- Students rising to challenges!

Areas to improve:

- Making better use of time (pacing)
- Putting more of the cognitive load on students
- Adapting instruction to serve ELLs and lower-skilled students

# **Return to the lesson materials**

Look back at what you taught, and look back at the original Engage NY lesson or lessons.

- What did you leave out?
- What could you have added or taught that you didn't?

# **Action Planning!**

- The Action Plan should address whole class instruction.
- An action plan is not a single day lesson plan.
- Your action should include the following:
  - One whole class period lessons
  - A series of ½ class periods
  - A series of Do Nows
  - If the content lines up with new content in this cycle, by all means, weave it in.
  - Think outside the box!
- You MUST re-assess using your Re-Assessment.
- If results are not optimal, do entire process over again!

# Meet with Vu Long to:

- Approve of Action plan due before day is over
- Approve all lesson materials due before day is over

# What are your next steps?

- Expect feedback from Vu Long by Jan. 6, 2016
- Teachers implement feedback by Jan. 8, 2016
- Teach it during week of Jan 11-15 (week of NWEA testing)
- Vu Long will observe during Jan 11-15
- Collect the "average percentage correct" data from your reteach, and be prepared to bring it to a "Reflection Meeting" between Jan 19-21 alongside the original data from ANet CIA #2.

# How will you "close the loop"?

- 1. Jan 6 (week 1): Get feedback on your re-teach plan
- 2. Jan 11-15 (week 2): Teach your reteach!
- 3. Jan 19-21 (3 weeks after DD): Attend a "Reflection Meeting" with your leader.
- 4. At this meeting, you will bring:
  - a. Data from ANet CIA # 2 Data (in the form of average percentage correct)
  - b. Data from assessment from Reteach (in the form of average percentage correct)
  - c. Reflections about what happened, and why

## What do I mean by "average percentage correct"?

Student	# correct	total	percentage
Joey	3	4	75%
Miranda	0	4	0%
Ursula	2	4	50%
Josue	2	4	50%
		Average:	44%

# So...the data you bring to the reflection meeting looks something like this:

Data from A2 on Standard 7.NS.A.2d:	Data from Re-Teach on 7.NS.A.2d:
22%	44%

# **Break-Out Room Wrap-Up!**

Turn and Talk:

- What is one thing you got better at today?
- What are you excited about moving forward?

#### Math Assessment Data Analysis

	Choose a priority cluster and standard to analyze					
What is	What is my priority standard? Read the language of this standard. What understanding and skills are required of students based on the standard?					
		Analyze the dat	t <u>a</u>		Define next steps	
ltem # and %	What part of the standard does the item assess?	Why did students choose the wrong answer?	What will students need to do/think differently to answer correctly?	Which students? (Ex: Students of all levels or generally students in the lower half of the class?)	What about my instruction may have led to the confusion?	

## Action Plan Template

Teacher(s):	Grade:
Day(s):	Module:

Objective(s):	Key Points:	Assessment/Checkout:
SWBAT:	1.	
pt		
Alignment		
Alig		

	Task/ Activity:	Min:	Brief Description or New Strategies:	Materials Needed:	Date /Period:
Deliverv					
Del					

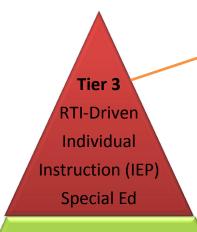
ANet Standard Percentage Correct:	Reassessment Percentage Correct:
<u>flecti</u>	
8	

## Appendix M

**Rtl Identification & Support Systems** 

Responsiveness to Intervention (RTI) 3-Tiered Instructional Pyramid

### EMC's *Mirrors & Windows* Differentiated Instructional Support



## Tier 2 Needs-Based Learning Targeted Students Flexible Grouping Frequent Assessment

#### <u>Tier 3</u>

Differentiated Instruction for Developing Readers Differentiated Instruction for English Language Learners ATE Differentiating Instruction: Reading Proficiency; English Language Learning; Learning Styles: Kinesthetic, Visual, Audio Meeting the Standards: Leveled Unit Activities Oral Fluency Assessments & Formative Surveys Visual Teaching Package: Interactive Graphic Organizers; Games & Activities Audio Library

#### <u>Tier 2</u>

Active Reading Model Lessons & Directed Reading Lessons Differentiated Instruction for Developing Readers Differentiated Instruction for English Language Learners ATE Differentiating Instruction: Reading Proficiency; English Language Learning; Learning Styles: Kinesthetic, Visual, Audio Meeting the Standards: Leveled Unit Activities Exceeding the Standards: Vocabulary & Spelling; Grammar & Style Oral Fluency Assessments & Formative Surveys Visual Teaching Package: Interactive Graphic Organizers; Games & Activities Audio Library

#### <u>Tier 1</u>

Active Reading Model Lessons Directed & Independent Reading Lessons Scaffolded Reading Support Vocabulary & Spelling Workshops Grammar & Style Workshops End-of-Unit Workshops: Writing; Speaking & Listening; Test Practice Meeting the Standards: Leveled Unit Activities & Unit Study Guide with Practice Test Exceeding the Standards: All Topics Audio Library Visual Teaching Package

Tier 1 Standards-Based Core Learning All Students Regular Classroom Instruction

#### Empower INTERVENTION Level 2 Meeting #1 Intervention Intake Meeting

Date: _____

Student Name:	Grade:	Birth date:	Advisor:
Persons Present:			

_____

**Outcome for meeting**: To gather information about school history, agree upon 1-2 interventions, explain the interventions, and how parents and guardians can support the process.

_____

- 1. What classes/types of activities does the student feel successful in? (Subject area or discussions vs independent work etc) Why?
- 2. What classes/activities is the student challenged by? Why?

3. Gather input from parents about school successes and challenges. Review cumulative file together. What interventions have been tried in the past? What has been successful and why? What has been unsuccessful and why?

- 4. What supports does the student receive at home?
- 5. Note the concern areas from teacher feedback:

## In the boxes below, agree on <u>identified concerns</u> and fill in <u>targeted interventions</u>

Box #1: Identified Concern w	Box #1: Identified Concern w/Targeted Interventions (Mandatory)							
Identified Concern- Interven	Identified Concern-Intervention Focus (Choose 1):							
Reading Math	Reading Math Writing Work Completion Other:							
<b>Targeted Intervention-</b> OUT	OF CLASS INTERVENTION	NS (Choose 1-2)						
Unity Care academic counseling	Teacher office hours	Teacher office hours	Unity Care/Alum Rock Mental Health Counseling					
Revolution K12 SBAC Support	Achieve 3000 Support	Daily or Weekly Progress Report (circle one)	Other					
I will know there is progress	s by							
Box #2: Identified Concern w	/Targeted Interventions (C	Optional)						
Identified Concern- Interven								
Reading Math	Writing UWork Com	oletion 🗌 Other:						
<b>Targeted Intervention-</b> OUT	OF CLASS INTERVENTIO	NS (Choose 1-2)						
Unity Care academic counseling	Teacher office hours	Teacher office hours	Unity Care/Alum Rock Mental Health Counseling					
Revolution K12 SBAC Support	Achieve 3000 Support	Daily or Weekly Progress Report (circle one)	Other					
I will know there is progress	hv							
I will know there is progress								
	What supports do the parent/guardian and student agree to use at home? (standard h.w. time, set location in home							
to complete homework, checking planner or h.w. log, making sure all supplies are in bag every night etc.)								
Next Meeting Date:	Next Meeting Date:							

Parent

Student

Advisor

Administrator

#### **Empower INTERVENTION Level 2 Meeting #2**

٦

student Name:	Grade:	Birth date:	Advisor:
Persons Present:			
Outcome for meeting: To upda	ate team on student's pro		
Concern #1:			
• Concern #1.			
<ul> <li>Student's progress:</li> <li>Exit intervention pro</li> <li>Why?</li> </ul>	ogram 🗌 Continue i	in level 2 🗌 Other	
• Concern #1:			
• Targeted Interver	ntions:		
• Student's progress:			

## **Complete Only if continuing with Interventions**

Box #1: Identified Concern w/Targeted Interventions (Mandatory)											
Identified Concern-Intervention Focus (Choose 1):											
Reading Math	Writing Uwork Comp	oletion									
<b>Targeted Intervention-</b> OUT	Targeted Intervention- OUT OF CLASS INTERVENTIONS (Choose 1-2)										
Unity Care academic counselingTeacher office hoursTeacher office hoursUnity Care/Alum Rock Mental Health Counseling											
Revolution K12 SBAC     Achieve 3000     Daily or Weekly       Support     Support     Other       (circle one)     Other											
I will know there is progress	by										
Box #2: Identified Concern w	/Targeted Interventions (C	Optional)									
Identified Concern- Interven	tion Focus (Choose 1):										
Reading Math	Writing UVork Com	oletion 🗌 Other:									
<b>Targeted Intervention-</b> OUT	OF CLASS INTERVENTION	NS (Choose 1-2)	1								
Unity Care academic counseling	Unity Care academic Unity Care/Alum										
Revolution K12 SBAC Support	, , <u> </u>										
I will know there is progress	by										
What supports do the parent/gu to complete homework, checki			d h.w. time, set location in home re in bag every night etc.)								
Next Meeting Date:											

Parent

Student

Advisor

Administrator

Appendix N Data Dashboard Excerpt

Student ID	Name	Homeroom	Grade	Dollar Value Sum	Level 2 - Detentions	Level 3	NWEA Math Percentile	A2 Math Score	A2 ELA Score	NWEA Reading Percentile	Achieve Lexile Level	Lexile GL	Achieve Activities for the year	Missed HW	Classes Missed	Failing	Empower Success Index A1	Empower Success Index A2
12938		Barmore, Chelsey	6	639	8	0	19	21%	36%	25	495	2.6	21	15	79	6th Grade Science 56%	26%	20%
12853		Barmore, Chelsey	6	786	10	0	28	33%	20%	1	315	1.8	g g	19	25	6th grade Math 65%, English Lanquage Arts 6 68%, 6th Grade Science 44%	35%	25%
12900		Barmore, Chelsey	6	918	12	0	1	27%	12%	1				10	36	6th Grade Science 54%	24%	32%
12962		des Lauriers, Renee	7	91	6	0	9	10%	5%	1				8	124	English Lanquage Arts 7 10%, Cultural Studies 2 33%, 7th grade Pre-Algebra 29%	14%	13%
12042		des Lauriers, Renee	7	481	5	0	40	23%	19%	45	455	2.5	37	5	89	English Lanquage Arts 7 67%, 7th grade Pre-Algebra 58%	32%	219
12961		des Lauriers, Renee	7	-348	50	4	5			23				6	339	None	2%	25%
12081		des Lauriers, Renee	7	1066	8	1	21	23%	33%	32	435	2.3	7	3	190		42%	28%
12839		Barmore, Chelsey	6	1121	2	0	1	18%	36%	1	70	1.1	14	12	117	6th Grade Science 55%, 6th grade Math 54%	37%	33%
12707		des Lauriers, Renee	7	326	3	0	#N/A	17%	5%	29				2	73	English Lanquage Arts 7 35%	38%	33%
12604		des Lauriers, Renee	7	532	10	2	35	20%	29%	48				3	77	None	46%	39%
12906		Barmore, Chelsey	6	737	30	3	7	24%	20%	1				11	73	None	33%	34%
12911		Barmore, Chelsey	6	1028	6	0	9	15%	20%	9				8	31	6th Grade Science 63%	38%	40%
13031		0	8	867	1	0	#N/A	31%	26%	#N/A				3	9	8th grade Science 43%, English Language Arts 8 52%	54%	53%
11907		Garcia, Erika V	8	825	12	0	19	35%	43%	11				8	188	8th grade Science 63%	26%	21%
13441		des Lauriers, Renee	7	1317	8	0	39			51				7	37	Cultural Studies 2 68%	57%	42%
12918		Barmore, Chelsey	6	1132	7	0	24	21%	12%	35	590	3.2	g g	12	29	6th Grade Science 56%	46%	40%
12973		des Lauriers, Renee	7	305	8	1	47	37%	38%	53				5	29	None	40%	43%
12727		des Lauriers, Renee	7	993	7	1	33	10%	24%	1	235	1.6	21	7	89	None	24%	45%
11932		Garcia, Erika V	8	831	14	4	16	12%	43%	18				2	242	8th grade Science 53%	56%	28%
12912		Barmore, Chelsey	6	1005	1	0	28	33%	16%	6				13	68	6th Grade Science 59%	33%	40%
12999		Garcia, Erika V	8	877	12	0	10	54%	39%	4				3	63	8th grade Science 68%, Social Studies 8th Grade 61%	39%	29%
12980		des Lauriers, Renee	7	1475	3	0	21	23%	48%	23	425	2.3	41	4	50	English Lanquage Arts 7 57%	62%	49%
12969		des Lauriers, Renee	7	499	9	1	59	43%	57%	#N/A				3	19	None	62%	50%

## Appendix O

**Professional Development Overview** 

## Instructional PD at Empower 2015-2016

#### Ace Mission: Grow Everyone Every Day

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.

**Grow Everyone Every Day** is our expression of that optimism. It places growth as our most important value, and asserts that everyone—not only those who are statistically more likely to succeed—will grow to personal and academic college readiness. It also underscores our sense of urgency—this growth must happen every day (not to mention every class period) in order for us to reach our goal. There is no time to waste, and for the ACE target student, their previous experience in school has largely been wasted time.

**Instructional PD at Empower's Purpose**: To have meaningful professional development that will support Ace Charter School's mission of promoting and instilling a Culture of Optimism to Empower target students and building Empower students' College-Ready Confidence.

**Vision:** The Empower Instructional Team is the instructional driving force of Ace Empower Academy. At Empower, the Instructional Team believes Ace Empower students deserve the highest quality of instruction available. It is this high quality instruction that will assist Empower in achieving the ACE mission of reaching ACE target students and building their College-Ready Confidence. The 2015-2016 Empower Playbook will guide and focus the Empower Instructional Team's year long PD plan.

**Structure**: Empower's Instructional Team will consist of co-principals and department chairs from Humanities, Math, and Science. This team will meet weekly on Monday afternoons from 3:15 - 5:00pm. In the case of a Monday holiday, the team will meet Tuesday afternoon from 3:15 - 5:00 pm. With the Empower Playbook as the guide, the Empower Instructional Team will meet to fine tune weekly Thursday PD.

**Year Long PD focus:** Empower's year long PD focus will be to incorporate all traditions, habits and strategies detailed in the Empower Playbook. Specifically, PD will be broken up into 4 cycles. Each cycle will be approximately 10 weeks long, culminating in a Common Interim Assessment (CIA) in the specified subject area at the end of the 10th week. Cycles may be adjusted if the Instructional Team feels it is necessary to do so. Content strategies from CIAs will be developed in content teams and supported by academic coaches.

Cycle 1 - Strong Start/Strong Voice

Cycle 2 - 100% Techniques and CIA #1 content strategies

Cycle 3 - Assessment for learning and CIA #2 content strategies Cycle 4 - SBAC prep and CIA #3 content strategies

**Empower PD Backwards Mapped:** The Google Doc called <u>"2015-2016 Empower PD & Lead</u> <u>Team Backwards Map</u>" is a living document that will house the year long instructional PD focus at Empower. Similar to the best teaching practice of backwards mapping, the Empower Instructional Lead Team understands the necessity of a long term view when delivering instructional. Therefore, mapping the year backwards from the SBAC will allow Empower's instructional PD to give teachers the time, tools and focus necessary to support student learning.

**Empower Instructional Rounds:** Throughout the cycle, Empower teachers are expected to practice specific instructional strategies in their classes when appropriate. Additionally, at least twice a cycle, all Empower teachers and coaches will participate in Empower Instructional Rounds (EIR). EIR will be an all day observation event, where substitute teachers will be on campus to relieve teachers so all teachers can be observed and observe others. Data will be collected, analyzed and disseminated to staff at the following staff PD. EIR data may be used to shift Instructional PD focus. Academic coaches may use data for coaching support.

# Department Playbooks, Data Conferences, Data Days, and Common Interim Assessments (CIA)

At our core, we believe that all students, regardless of where they were born or their parents' educational or income level, have the ability to achieve at high levels in college and beyond. To accomplish this mission, school leaders and faculty members always reflect on the quality of curriculum design and instructional delivery so that it is challenging and engaging for all students. Math, Humanities, and Science will follow content specific playbooks that are aligned to the Common Core State Standards, as outlined in the Empower Playbook. Each unit cycle will culminate with an internal interim assessment called Common Interim Assessments (CIA). Data conferences will be held with teachers and coaches to analyze and synthesize the data. The purpose of the data conferences is for the teacher to get both a big picture of how the students in his/her class are doing, but also a focused analysis of which students are struggling and in what content areas/strategies. Scheduled Data Days will have the entire Empower staff reviewing the CIA data to determine progress as well as influence the scope and sequence of content curriculum.

<u>2015-2016 Data Based Instruction and Intervention Plan</u>: At Empower, we believe in the necessity to teach all students at all skill levels. In an effort to curb students from falling through the cracks, grade level chairs will oversee the <u>Data Based Instruction and Intervention Plan</u>. Instruction at Empower revolves around SBAC standards-based instruction. Teachers have SBAC aligned lessons, and receive instructional PD support to grow in their practice from the Empower Instructional Lead Team. Data from CIAs will be used to both monitor student progress, but also to inform content teachers and grade level teams of the students that need

extra support. Specifically, a plan will be created after each CIA to help inform teachers on how to frame future lessons for whole group/class, and also how to provide targeted intervention for the most struggling students.

#### **Coaching Support:**

Each teacher and staff member at Empower will have an individual academic coach that will work with the individual teacher/staff member to assist in developing his/her own professional teaching growth, as well as assist in Cycles and CIA content strategies. Department Chairs will each coach 2 teachers. Co-Principals will coach department chairs and the remaining 10 teachers. There will be a weekly coaching meeting of all academic coaches to ensure coaching and PD alignment.

	2015 Summer Leadership PD Week 2								
	Monday, July 20	Tuesday, July 21	Wednesday, July 22	Thursday, July 23	Friday, July 24				
Title	ANet and Data	Write Tools	ACE Competencies and PGP	Middle School Math Only: Engage	Teacher Session Final Prep				
Time				Others: Work Time					
9:00-9:15	Arrival and Welcome	Write Tools School Leader	Arrival and Welcome	Goals for Year	School Site Work Time and				
9:15-9:30									
9:30-9:45	ACE Organizational Chart		ACE Competencies and PGPs,	5th Grade Deep Dive					
9:45-10:00									
10:00-									
10:15-	Tentative: ANet Overview								
10:30-				Break					
10:45-				Cycle Overview:					
11:00-			Break						
11:15-			ACE Competencies and PGPs,						
11:30-									
11:45-									
12:00-		Lunch		Lunch					
12:15-	Lunch								
12:30-									
12:45-1:00		Write Tools School Leader	Lunch and Work Time	Weekly Overview:					
1:00-1:15	Tentative: ANet Overview								
1:15-1:30									
1:30-1:45									
1:45-2:00				Break					
2:00-2:15	Data Overview (Harpreet)			Lesson Materials:					
2:15-2:30									
2:30-2:45									
2:45-3:00									
3:00-3:15		Work Time		Work Time					
3:15-3:30		_							
3:30-3:45	Work Time								
3:45-4:00									
4:00-4:15									
4:15-4:30									
4:30-4:45									
4:45-5:00									
	14, Read Empower Playbook	Finish one PD session for feedback.	Due Thursday, July 22nd: p. 99-						
S				Upload All Summer PD Sessions					
Location	Shasta Avenue Office	Shasta Avenue Office	Shasta Avenue Office	Shasta Avenue Office	On School Sites				

	Monday, July 27 - Room 3	Tuesday, July 28	Wednesday, July 29	Thursday, July 30	Friday, July 31	Saturday, August 1
Time	Incoming Staff Returning Staff	Incoming Staff Returning Staff	Incoming Staff Returning Staff	Incoming Staff Returning Staff	Incoming Staff Returning Staff	Incoming Staff Returning Staff
8:00-8:15	Breakfast	Breakfast	Breakfast/Teambuilding - On my island			Teambuilder - magic carpet (Vu Long)
8:15-8:30	Welcome at Empower - discussion New	DIEdkidSt	(Erika)		BYO Breakfast	reambuluer - magic carpet (vu Long)
8:30-8:45	leadership (Shangrila)	Teambuilding - 3 facts/team battle	Review and PracticeOptimism, High			
8:45-9:00		(Jeff)	Expectations (Shangrila)		Departing to Staff Retreat (carpool)	
9:00-9:15	Teambuilding - Affinity Groups (Vu Long)	Review and PracticeMission/Cascade,	COO 3 Strong Start Intro (Vu Long)			
9:15-9:30		Goals, Year PD Plan (Vu Long)	Strong Voice (Jeff & Erika)			
9:30-9:45	2015-2016 Mission/Cascade	· · · ·			Travel Time	
9:45-10:00	School Goal - NWEA +1.5 years	COO 1 (Rigor, Optimism, High				Grade Level Time: Grade level traditions
	Instructional PD Vision (Vu Long)	Expectations)	OO 6 (Why Rituals?) - Vu Long and Shangri			Grade Lever Time. Grade lever traditions
10:00-10:15		(Vu Long + Shangrila)			Arrive/unpack	
10:15-10:30	Break				Orientation from venue staff (Shangrila)	Brunch and Games
10:30-10:45		Break	Break			
10:45-11:00		COO 2 (Optimism, Framework, Conf			Teambuilder - tug-o-war (Vu Long)	
11:00-11:15		Catalyst) (Shangrila and Vu Long)	New Planning Deadlines and Support			
11:15-11:30	Key Components of a Lesson (Shangrila)	ACE Summit Logistics and skit/dance plan	(Shangrila and Vu Long)			
11:30-11:45	OPS- Computers (Claudia)	ACE Summit Logistics and skit/dance plan				
11:45-12:00				ACE Summit		
12:00-12:15	Lunch and Break	Lunch and Break	Lunch and Break	7102 000000		
12:15-12:30	Lunch and break	Lunch and break	Lunch and break		Staff Core Values/Staff Norms (Helene)	eambuilding and Unit Planning (1st week fo
12:30-12:45						
12:45-1:00						
1:00-1:15			CRC 5. 8		Lunch and Games	Teambuilding: CAPES and Snack
1:15-1:30	School Leaders: CRC 1. 2		Jesse: Math PD (Engage NYLesson			(Shangrila and Vu Long)
1:30-1:45	(SAS and Long Term Planning)	School Leaders: CRC 3, 4	Planning)			(onalignia and ta cong)
1:45-2:00		Weekly Overviews and Lesson Planning				
2:00-2:15	Jesse: Math PD (SAS and Cycle		Unit Planning: Humanities, Science,			g Circle: Celebrations, Shout Outs, Staff Pic
2:15-2:30	Overviews)	Jesse: Math PD (Enage NY- Weekly	SPED, and Art (lesson planning)			
2:30-2:45	overviews,	Overviews)	SFED, and Art (lesson planning)		Walk the Line (Vu Long)	Complete brief venue survey
	ANET Training/Unit Planning:		Creade Durdely Comparents			Depart for Home
2:45-3:00	Humanities, Science, SPED, and Art (Unit	Unit Planning: Humanities, Science,	Grade Buddy Support:		Working Styles part 1 (Vu Long and	Depart for Home
3:00-3:15	Cycle 1 work time)	SPED, and Art (Weekly Overviews)	Classroom Set-Up		Shangrila)	
3:15-3:30	cycle i work time)		1st-2nd Week Lesson Plans		~ 1	HW: Work on Weekly Overviews
3:30-3:45			Building Relationships		Break	https://surveymonkey.com/r/ACEPD2015
3:45-4:00	HW/: Cuple 1 Due Aug 1	HW/ Weekly Overview 1 Due Ave 2	Anything Else Needed	HWI Wookly Overview Week 2 Due Ave		
4:00-:15	HW: Cycle 1 Due Aug 1 https://surveymonkey.com/r/ACEPD2015	HW: Weekly Overview 1 Due Aug 3 https://surveymonkey.com/r/ACEPD2015	HW: Lessons Materials due Aug 7 at 5:30 https://surveymonkey.com/r/ACEPD2015	HW: Weekly Overview Week 2 Due Aug https://surveymonkey.com/r/ACEPD2015	Working Styles part 2 (Vu Long and	
4:15-4:30 4:30-4:45	https://surveymonkey.com/r/ACEPD2015	https://surveymonkey.com/r/ACEPD2015	https://surveymonkey.com/r/ACEPD2015	https://surveymonkey.com/r/ACEPD2015	Shangrila)	
4:45-5:00		<u> </u>		<u> </u>		<u>├</u> ───┤
5:00-5:15		<u> </u>				
5:15-5:30				<u> </u>	Teambuilder	<u> </u>
5:30-5:45		1				
5:45-6:00					Dinner and Games	
6:00-6:15					Dimeranu Games	
6:15-6:30						
6:30-6:45		ļ		ļ		ļ
6:45-7:00						
7:00-7:15						
7:15-7:30 7:30-7:45		<u>                                      </u>		<u> </u>	Story Mapping (Vu Long)	<u>├</u>
7:45-8:00		<u> </u>		<u> </u>		<u>├</u>
8:00-8:15		<u> </u>		<u> </u>		<u> </u>
8:15-8:30						l
0.10 0.00	<b>I</b>	ı I		1		1

	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	March Times		March Theore	Teambuilder	March Times	Teambuilder	Teambuilder	Mark Times		Month Times
8:15-8:30	Work Time		Work Time		Work Time			Work Time		Work Time
8:30-8:45							COO 11:			
				SES (Keep, Stop,		Refresher:	Kickboard, Culture			
8:45-9:00				Start/Revised) -		Achieve 3000, (Dan	Calendar (Araceli			
9:00-9:15				Shangrila and Vu		and Shangrila)	and Shangrila)			
9:15-9:30				Long		and onangina)	Staff Norms			
9:30-9:45							HW at Empower			
9:45-10:00				Break		Break	Break			
10:00-10:15				Refresher:		Long	Powerschool			
10:15-10:30				Kickboard, (Araceli		Long	Training (intro,			
10:30-10:45			•	and Shangrila)		Staff Norms	attendance) -			
10:45-11:00				Culture Calendar		revisited	attendance)			
10.45-11.00				Culture Calendar						
11:00-11:15				нw		Staff Attendance	Achieve 3000			
11:15-11:30				norming/tracking-		Policy	(Shangrila)			
11:30-11:45				Vu Long		roncy	Staff Attendance			
11:45-12:00				Vũ Lõng			Stan Attenuance			
12:00-12:15	Write Tools		Write Tools		Write Tools			Tools (Math: work ti		Tools(Math: work til
12:15-12:30				Lunch/Break		Lunch/Break	Lunch/Break			
12:30-12:45										
12:45-1:00				Vu Long			(focus, homeroom,			
1:00-1:15				Homeroom/Advisory			advisory)			
1:15-1:30							Data Intervention			
1.15 1.50				Empower's Data			Data Intervention			
				Intervention/						
1:30-1:45				Instruction Plan						
				(Shangrila and Vu						
1:45-2:00				Long)		Curriculum Work				
2:00-2:15						Time and Coaching	Curriculum Work			
2:15-2:30						1:1	Time and Coaching			
2:30-2:45							1:1			
2:45-3:00				Curriculum Work						
3:00-3:15				Time and Coaching						
3:15-3:30				1:1						
3:30-3:45			Work Time							
3:45-4:00	Work Time		Closing		Work Time			Work Time		Work Time

Time         Teambuilder         Teambuilder         Teambuilder         Teambuilder         Teambuilder           8158:830         Review and Practice-Habits (Vu 830:844         Long)         ACE Blackboard Configuration           830:8415         Long)         CO 0 4 100% Techniques (Shargria and Vu Long)         Misc Teacher Needs: Google Calendar, Subs, Teacher budget         Review and Practice-Strong Start, Habits, Traditions, 100%         ACE Blackboard Configuration           9:00-915         Staff Norms revisited (Shargria) and Vu Long)         Break         Misc Teacher Needs: Google Calendar, Subs, Teacher budget         Review and Practice-Strong Start, Habits, Traditions, 100%         ACE Blackboard Configuration           10:00-10:15         Staff Norms, revisited (Shargria)         Break         Break         Break         ACE Diackboard Configuration           10:00-10:5         Staff Norms, revisited         Merschool Program (Shargria)         Break         Grade Level Teams: Advisory Planning         First Day Walk Through           10:15-10:20         Unch and Break         Lunch and Break         Lunch and Break         Lunch and Break         Classroom Set Up           10:15:10         Unth Hans, Weekly Overviews, and Lesson Plans         Teacher Work Time         ACE Compliance and Logistics         Teacher Work Time and Classroom Set Up         Teacher Work Time and Classroom Set Up           10:00-11:5         Grade		Monday, August 10	Tuesday, August 11	Wednesday, August 12	Thursday, August 13	Friday, August 14
8.15.8.30 8.30-8.45 8.30-8.45 8.30-8.45 9.00-9.15 9.00-9.15 9.00-9.15 9.00-9.15 9.00-9.15 9.00-9.15 9.00-9.45 9.00-9.15 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-9.45 9.00-	Time					
B30.845         Long)         CO0 4 100% Techniques (hargina and Vu Long)         CO0 4 100% Techniques (hargina and Vu Long)         Mice Teacher Needs: Google Grading Set Up         Merew and PracticeStrong Start, Habits Traditions, 100%         ACE Blackboard Configuration Electronic Policy and           930-9435         Staft Norms revisited (Shangrila and Vu Long)         Mice Teacher Needs: Google Grading Set Up         Mice Teacher Needs: Google Grading Set Up         Traditions, 100%         Traditions, 100%           945-10:00         Break         Merschool Program (Shangrila 100:01:15         Department: Classroom Trackers/Posters         Grade Level Teams: Advisory Planning         Final words           1003-10:45         Long and Jeff)         Student Engagement System (Shangrila)         Department: Classroom Teackers/Posters         Break         Teraters/Posters           11:15-11:30         Opartment Time: Feedback On Unit Plans, Weekly Overviews, and Lesson Plans         Lunch and Break         Lunch and Break         Lunch and Break         Teraters/Posters         Break           12:30-12:45         Lunch and Break         Lunch a	8:00-8:15	Teambuilder	Teambuilder	Teambuilder	Teambuilder	Teambuilder
3.30-3.45       Long)       ACE Blackbard Configuration         9.00-315       staff Norms revisited (Shangrila and Vu Long)       Misc Teacher Needs: Google Calendar, Subs, Teacher budget, Garading Set Up       Traditions, 100%       Traditions, 100%         9.30-9.45       Love language revisited       Misc Teacher Needs: Google Calendar, Subs, Teacher budget, Garading Set Up       Traditions, 100%       Final words         9.45-10.00       Break       Misc Teacher Needs: Google Calendar, Subs, Teacher budget, Garading Set Up       Grading Set Up       Final words       Final words         9.45-10.00       Break       Misc Teacher Needs: Google Calendar, Subs, Teacher budget, Garading Set Up       Grade Level Teams: Advisory Planning       Grade Level Teams: Advisory Planning       Final words         0.00-10:15       SR + Jeff's Book System (V)       Afterschool Program (Shangrila)       Department: Classroom       Trackers/Posters       Break         11:00-11:15       Department Time: Feedback On (Intel Feedback On and Lessor Plans)       Teacher Work Time and Classroom Set Up       Teacher Work Time and Classroom Set Up       Teacher Work Time and Classroom Set Up         11:00-11:15       Department Time: Feedback On (Intel Feedback On and Lessor Plans)       Teacher Work Time       After School Norm (Classroom Set Up       Teacher Work Time and Classroom Set Up         12:00-12:15       Grade Level Teams: Advisory       After School Norm (Classroom Set Up	8:15-8:30	Review and PracticeHabits (Vu		Poview and Practice-100%		
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5101 - 710 I Sthand 6th Grade Orientation I /thand 8th grade Orientation I - Garilla Gathering at Aracelu's house	5:00 - 7:00	closing/happy hour	5th and 6th Grade Orientation	7th and 8th grade Orientation	Gorilla Gathering at Araceli's house	Парру Пой

Session	Objective
Welcome at Empower, School Tour, Teambuilding, Staff Orientation Overview	New Staff will get tour of campus, computers, new and returning staff meet and greet
2015-2016 Mission/Cascasde School Goals (NWEA +1.5 years) ELA and Math 3-year vision	Brief overview of 2015-2016 Ace Mission/Cascade + review of school goals of NWEA 1.5+ and ELA and Math 3 year vision
Framework of Year Long PD vision and New Planning Deadlines and Support	Understand the year long PD at Empower vision + New planning deadlines and support system
School Leaders: CRC 1, 2 (SAS and Long Term Planning)	Math department: Work with Jesse to gain orientation to Engage NY - Unit Plan for Cycle 1 due Aug 3
Jesse: Math PD (SAS and Cycle Overviews)	All other departments: unpack SBAC standards and work towards completeing Unit Plan for Cycle 1 - Due Aug. 3rd
Teambuilding Review and PracticeMission/Cascade, Goals, Year PD Plan	Be able to internalize what mission/cascade, school goals, year PD plan and new planning deadlines and systems
COO 1 (Rigor, Optimism, High Expectations)	Describe characteristics of a school culture that is both rigorous and optimistic with specific examples of student and teacher behaviors and explain why a culture of rigor and optimism is critical in a "no excuses" school culture.
COO 2 (Vision, Framework, Conf Catalyst)	Explain key characteristics of an ACE Confidence Catalyst and articulate the connection between these characteristics and a teacher's ability to create and sustain a culture of optimism in their classroom.
School Leaders: CRC 1, 2 (SAS and Long Term Planning)	Math department: Work with Jesse to gain orientation to Engage NY - Weekly Overview 1 due Aug 10
Teambuilding	
Review and PracticeOptimism, High Expectations	Be able to internalize culture of optimism and high expectations in grade level teams
	1. Explain the connection between engagement and achievement and articulate a normed vision of high expectations for the 3 elements of engaging all students (Strong Voice, What to Do, 100%)
COO 3 (Engage, Strong Voice, What do Do)	<ol><li>Proficiently use Strong Voice, along with previously learned presence strategies, while delivering reminders and corrections to create firm/warm presence.</li></ol>
	<ol><li>Proficiently use What to Do, along with previously learned presence strategies, while delivering reminders and corrections to create firm/warm presence.</li></ol>
COO 8 (Habits)	Identify and internalize expectations for ACE students with regard to the following scholarly habits: College Ready Position, Tracking the Speaker, Habits of Academic Discourse and Engagement
CRC 5, 8 Jesse: Math PD (Engage NYLesson Planning)	Math department: Work with Jesse to gain orientation to Engage NY - Lesson plans 1 and 2 due Aug 13
Unit Planning: Humanities, Science, SPED, and Art (lesson planning)	All other departments: unpack SBAC standards and work towards completeing Lesson Plans 1 and 2 - Due Aug. 13

Buddy Support: Classroom Set-Up	New and Returning teachers team up to set up classrooms, building relationships, lesson
1st-2nd Week Lesson Plans Building Relationships Anything Else Needed	plans, etc.
Anything Lise Needed	Evaluin the connection between powerty and the achievement gap (both nationally and
	<ul> <li>Explain the connection between poverty and the achievement gap (both nationally and within California) and the urgency that ACE brings to achieving its mission.</li> <li>Describe the organizational history of ACE charter schools.</li> <li>Articulate the key elments of the ACE charter school model and articulate the rationale for key elements.</li> <li>Paraphrase and personalize the mission of ACE charter schools and articulate common beliefs and habits of mind that are integral to the mission.</li> </ul>
ACE Summit	Articulate ACE Cascade goals for the 15-16 school year and articulate possible strategies that could be used to meet these goals.
	Explain the connection between cultivating a growth mindset and developing a culture of optimism. Identify common practices to cultivate a growth mindset in ourselves, our colleagues, and our students and families.
	Describe ACE charter school core values and provide examples of how students and faculty might demonstrate the values.
	Characterize key elements of ACE's operation and culture at week 1, month 1, year 1 and beyond.
	Describe ACE's approach to staff competency development, professional growth plans, and evaluation.
Retreat Teambuilder #1	
Review and PracticeStrong Voice	Be able to internalize technigue of strong voice in departments
Staff Core values/Staff Norms	Agree on a profession staff core value and norms
Leadership Directions	Understand individual leadership direction and how to work with other leadership directions
Student Engagement System (part 1)	Understand the theory behind Empower SES
Story Mapping	Express the road to Empower and why chose to work at Ace
Retreat Teambuilder #2	
Review and Practice100%	Be able to internalize technigues of 100%
Grade Level Time: Teambuilding(Tug-o-	
war)	In Grade level teams, agree on grade level traditions
and Grade level traditions Department time: Teambuilding and	
Unit Planning (1st week overview)	In Department teams: feedback on first unit, weekly overview, and lesson plans
Teambuilding: CAPES	in Department teams, recaded on inst unit, weekly overview, and resson plans
Closing Circle: Celebrations, Props,	
Staff Pictures	
Write Tools	Incoming Teachers get accustomed to using Write tools with Alice
For Returning Staff	
SES (Keep, Stop, Start/Revised)	Returning staff agree and have buy in on new SES
Refresher:	
Kickboard,	Returning staff get refresher on kickboard and culture calendar
Culture Calendar	
HW Norming	Returning staff agree and norm HW policies

Focus/Homeroom/ Advisory	Returning staff understand the new focus, homeroom, and advisory plans
Classroom Set up	Returning staff set classrooms up
Master schedule	Returning staff understand the 2015-2016 master schedule
Teambuilder	
Empower's Data Intervention/	
Instruction Plan	Returning staff understand the new Empower Data Intervention/Instruction Plan
Refresher:	
Achieve 3000,	Returning staff get refresher on achieve 3000 and Powerschool
Powerschool	Returning start get refresher on achieve 5000 and rowerschool
Curriculum Work Time and Coaching 1:1	Returning staff work on Unit Plans, Weekly Overiew, and Lession plans 1 and 2 with 1:1
For Jacoming Staff	feedback from instructional coaches
For Incoming Staff	
Teambuilder	
COO 11: Kickboard, Culture Calendar	Incoming staff understand how to use Kickboard and Culture Calendar
Achieve 3000	Incoming staff understand how to use Achieve 3000
Powerschool Training (intro, attendance)	Incoming staff understand how to use Powerschool, specifically take attendance
Computer Cart Procedure	Incoming staff understand the computer cart procedure
Master schedule	
(focus, homeroom,	Incoming staff understand the Master schedule, what are the plans for focus, homeroom,
advisory)	and advisory
Curriculum Work Time and Coaching 1:1	Incoming staff work on Unit Plans, Weekly Overiew, and Lession plans 1 and 2 with 1:1 feedback from instructional coaches
Teambuilder	
Review and Practice	
COO 6 (Why Rituals, Rituals Part 1)	Create and deliver an elevator pitch to students and families articulating the rationale for ACE network wide rituals, routines, and habits.
Student Engagement System	
Department Time: Feedback On Unit	
Plans, Weekly Overviews, and Lesson	
Plans	
Parent Orientation	In Grade level teams: plan parent orientation night
Teambuilder	
Review and Practicerituals	
Friday Enrichment and Afterschool	
Program	Understand the logistics behind Friday Enrichment and Afterschool program
Write Tools	
	Describe the concept of Lemov's 100% and explain why it's critical to a rigorous school
COO 4 (100%)	culture (focus on Radar/BSL, MCV, LII)
SSD + Laffle Book System	Understand the new SSR/Book system
SSR + Jeff's Book System	
COO 12: Manage and Deliver	Use all learned strategies to design transitions and manage a 2 minute classroom
Challenge	simulation to 100% compliance with 3:1 ratio of merits to demerits and overwhelmingly
	positive communication and to deliver rigorous, high quality academic content.
Taganahusilalan	
Teambuilder	
Review and Practicekey components of	reflect on all instruction strategies from playbook - do gallery walk activity, what is it, why
	important, why effective?
Review and Practicekey components of	important, why effective? All teachers receive Anet Training, specially in how to use towards Units, Weekly Overivew
Review and Practicekey components of	important, why effective? All teachers receive Anet Training, specially in how to use towards Units, Weekly Overivew and Lesson Plans
Review and Practicekey components of lesson	important, why effective? All teachers receive Anet Training, specially in how to use towards Units, Weekly Overivew
Review and Practicekey components of lesson ANET Training	important, why effective? All teachers receive Anet Training, specially in how to use towards Units, Weekly Overivew and Lesson Plans
Review and Practicekey components of lesson ANET Training Department: Classroom	important, why effective? All teachers receive Anet Training, specially in how to use towards Units, Weekly Overivew and Lesson Plans In Department teams: internalize the need for and norm for classroom trackers and
Review and Practicekey components of lesson ANET Training Department: Classroom Trackers/Posters Teacher Work Time and	important, why effective? All teachers receive Anet Training, specially in how to use towards Units, Weekly Overivew and Lesson Plans In Department teams: internalize the need for and norm for classroom trackers and
Review and Practicekey components of lesson ANET Training Department: Classroom Trackers/Posters Teacher Work Time and Classroom Set Up	important, why effective? All teachers receive Anet Training, specially in how to use towards Units, Weekly Overivew and Lesson Plans In Department teams: internalize the need for and norm for classroom trackers and
Review and Practicekey components of lesson ANET Training Department: Classroom Trackers/Posters Teacher Work Time and Classroom Set Up ACE Compliance and Logistics Training	important, why effective? All teachers receive Anet Training, specially in how to use towards Units, Weekly Overivew and Lesson Plans In Department teams: internalize the need for and norm for classroom trackers and
Review and Practicekey components of lesson ANET Training Department: Classroom Trackers/Posters Teacher Work Time and Classroom Set Up	important, why effective? All teachers receive Anet Training, specially in how to use towards Units, Weekly Overivew and Lesson Plans In Department teams: internalize the need for and norm for classroom trackers and

Grade Level Teams: SPED	
Teacher Work Time	
Teacher Work Time and Classroom Set	
Up	

2015-2016 Empower Data Day #2

December 18, 2015

## **Essential Question?**

What are students learning? How do we know?

### What can we learn from geese about data?



## Lesson 1: Sharing a common goal

As each goose flaps its wings it creates "uplift", an

aerodynamics orientation that reduces air friction, for the birds

that follow. By flying in a V-formation, the whole flock achieves a

70% greater flying range than if each bird flew alone.

## **Lesson 2: Increasing Visibility**

Flying in a V-formation increases the visibility as every goose

can see what's happening in front of them.

# Lesson 3: Having humility to seek help

When a goose falls out of formation, it suddenly feels the friction

of flying alone. It then quickly adjusts its mistake and moves

back into formation to take advantage of the lifting power of the

bird immediately in front of it.

## Lesson 4: Always recognizing great work

The geese honk to recognize each other and encourage those

up front to keep up their speed.

#### **Lesson 5: Offering support in challenging times**

When a goose gets sick or wounded, two geese drop out of

formation and follow it down to help and protect it. They stay

with it until it dies or is able to fly again. Then, they launch out

with another formation or catch up with the flock.

## In Depth look at Lesson 5

When a goose gets sick, two geese drop out of formation and follow it down to the ground to help and protect it.

# **Really sick geese**

- 1. New school leadership at start of school
- 2. Many teachers were really sick
- 3. Multiple teacher changes



## Where do we go from here?

How can you personally can help the entire flock?

TPS

#### ANet data is everyone's data



# **Objectives**

- Staff will understand the big picture story of Empower so far, based off data
- Staff will analyze ANet CIA #2 data, and prepare themselves to breakdown a major standard for reteaching
- Staff will complete an analysis of one standard, a re-assessment, and a re-teaching plan.
- Staff will leave having completed their entire re-teaching plan and all lesson materials that go with the plan
- Staff will leave with scheduling with their coach a specific time to observe their re-teach!
- In grade level teams, staff will review Empower Level 2 students and make necessary edits
- Staff will provide feedback on Data Day #2 PD session
- Staff will reveal their Secret SnowFlake, exchange gifts and participate in white elephant gift exchange

### Agenda

9:00 - 9:30 - Data Intro

9:30 - 12:30 - Deep dive into ANet CIA #2 Data with Vu Long (Math) and Shangrila (ELA)

12:30 - 2:00 - Staff Lunch - Secret SnowFlake/white elephant gift exchange (Vu Long is stealing Diana's gift)

2:00 - 3:00 - Finalize Re-teaching action plans and lesson materials (coaches must approve)

3:00 - 3:30 - Other School Data - Grades, Behavior, attendance, etc

3:30 - 4:15 - Empower Data Dashboard and assessing level 2 students, level 3?

4:15 - 4:25 - Back in room 8 - Surveys

4:25 - 4:30 - Shout Outs

# **Key Deliverables**

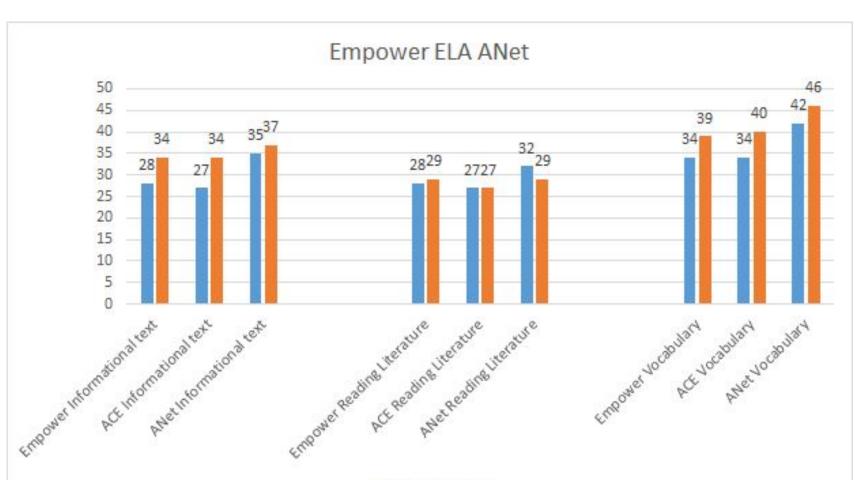
- Analysis of one standard.
- Re-assessment of one standard.
- Action plan for reteaching one standard due by COB today, December 18th, 2015
- All lesson materials turned into coach by COB today, December 18, 2015
- Assessing level 2 students (remove, add, level 3?)



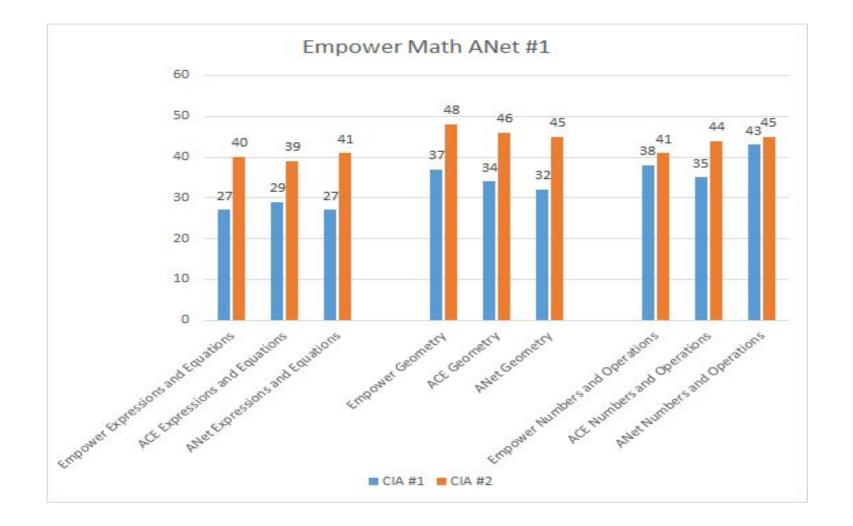
???

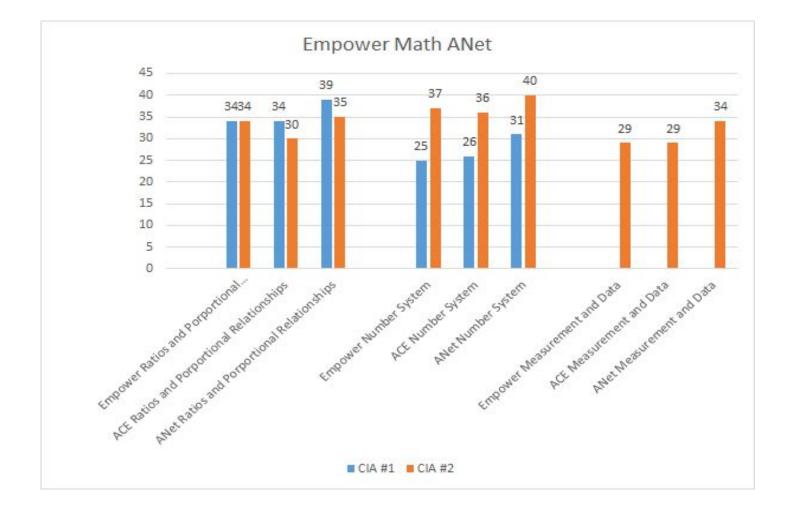
### ANet CIA #2 Data recap

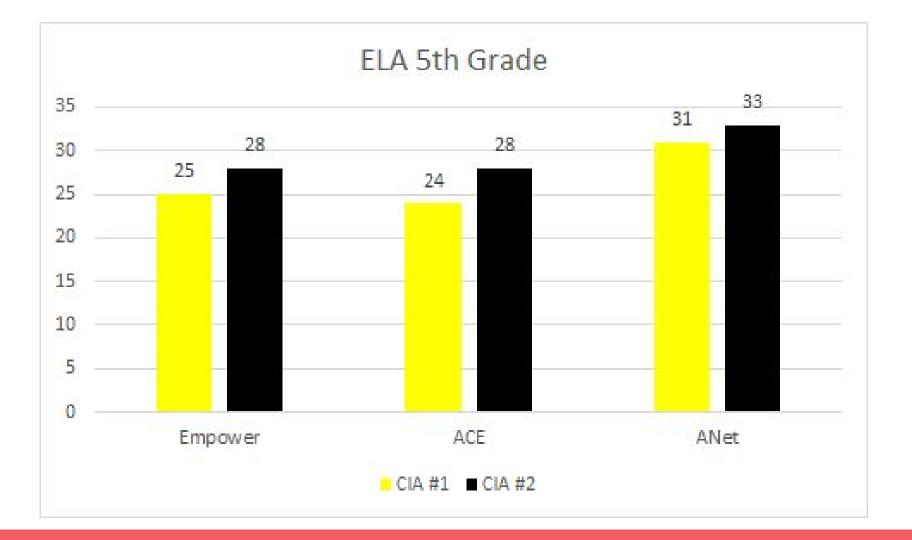
- We've had some sick geese, so data isn't spectacular, but nothing to be super concerned about
- Much room for improvement

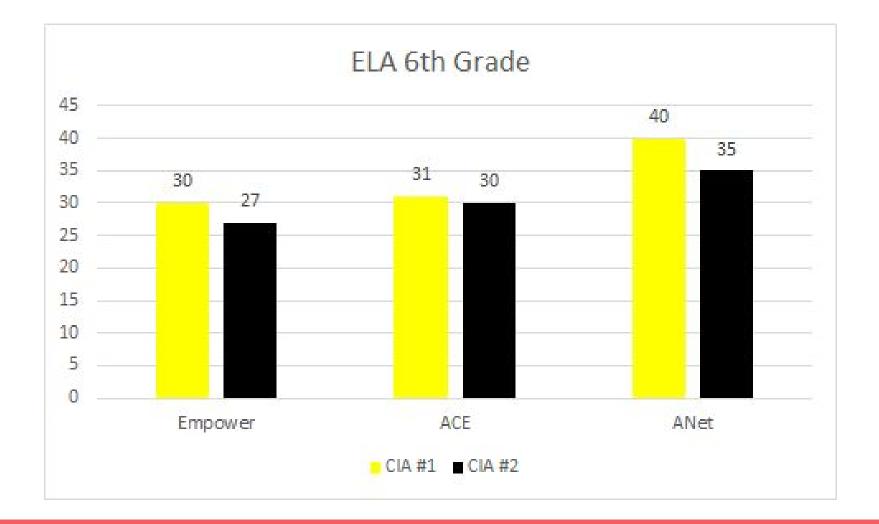


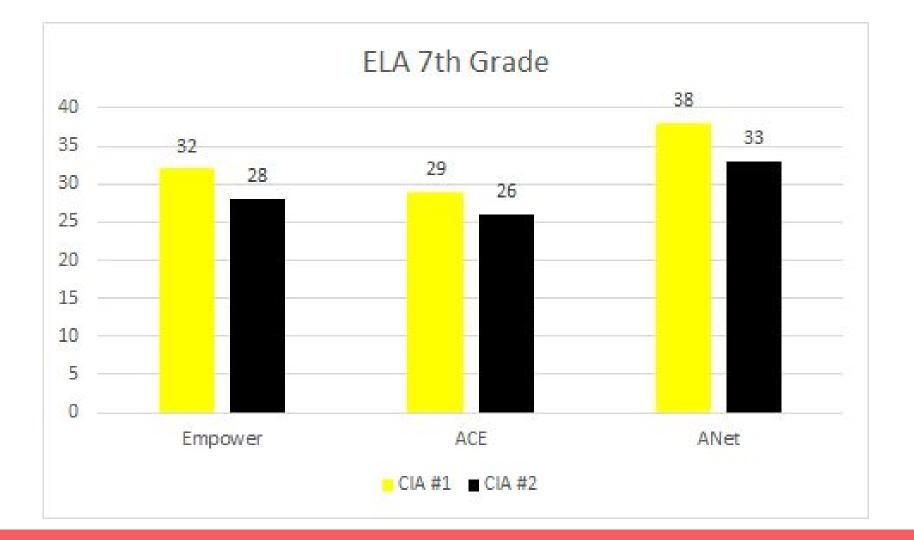
🔳 CIA #1 📕 CIA #2



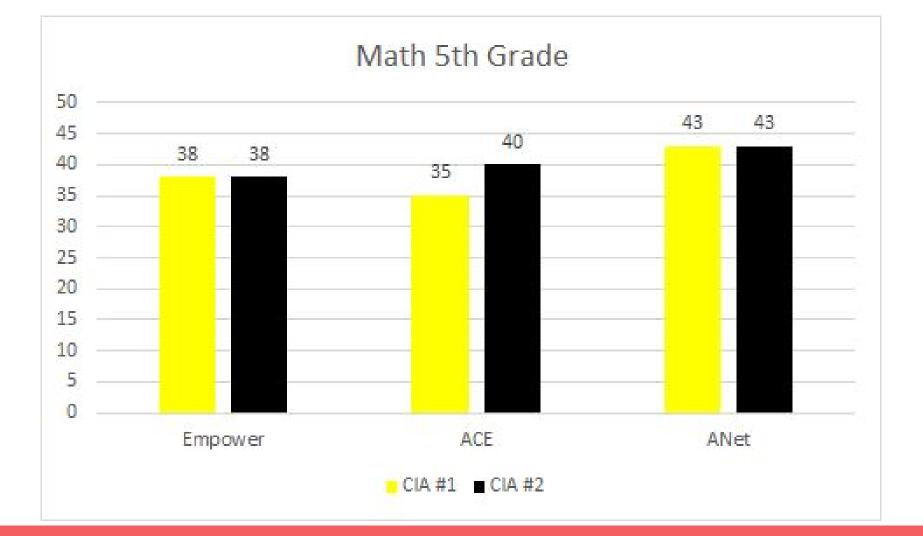


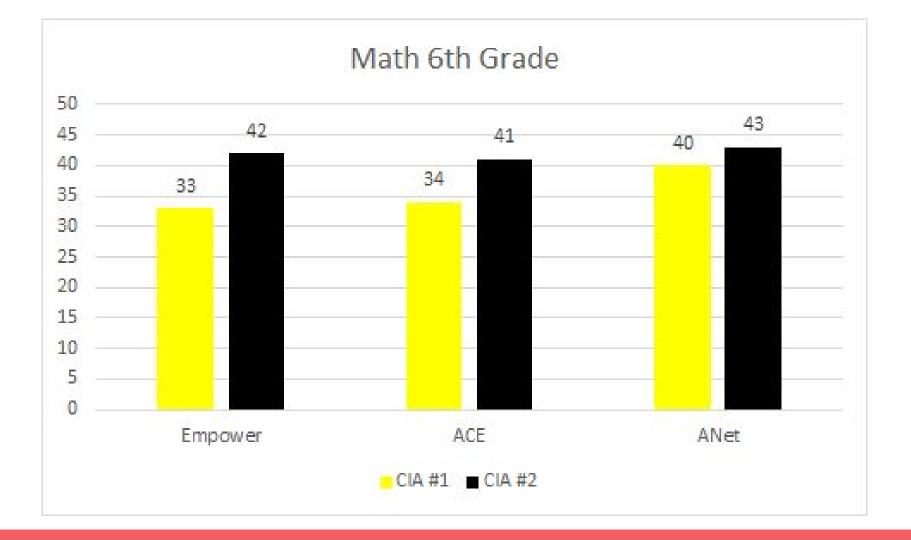


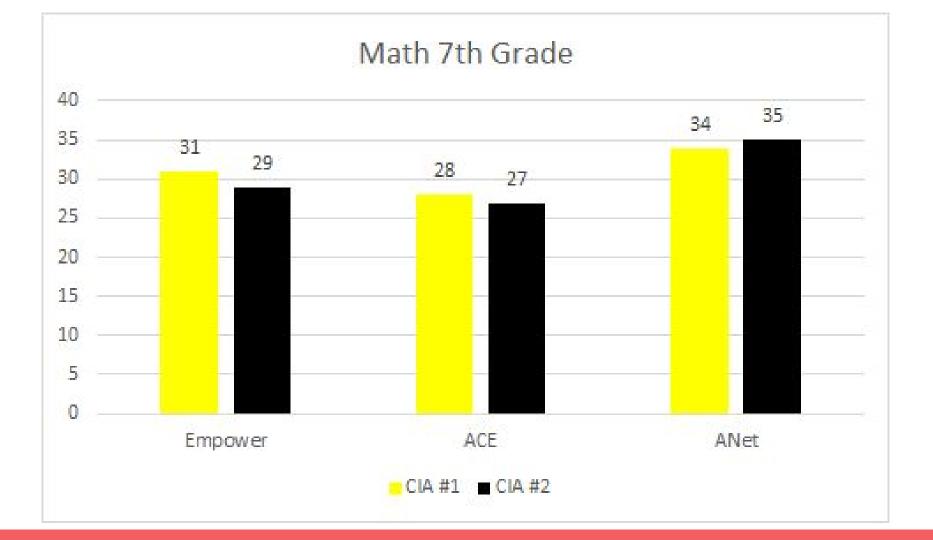


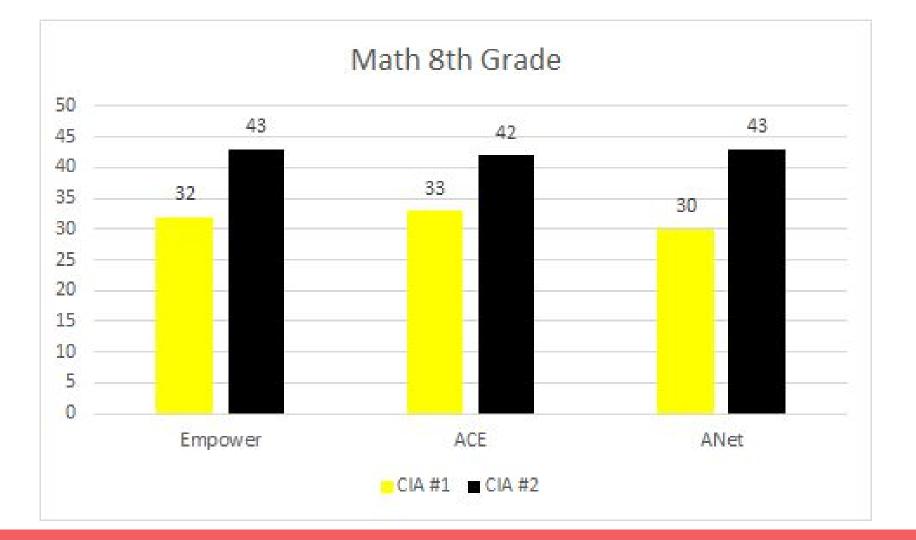












### Areas of growth

- 1. Overall, all areas in both Math and ELA need growth. Some grade levels are scoring into the 40s, but overall, our averaging a score is still around 30
- 2. How can we increase this score by ANet CIA #3 and #4? (TPS)

### **Healthy Competition**



### **Unhealthy Competition**



# How is Empower's Data viewed by outsiders?

What do our ACE target families react to EMpower's academic data?

### How does this video relate to ANet data?

https://drive.google.com/a/acecharter.org/file/d/0B-YizvYWMTAiSUhjOWV5WHRQc2M/view?ts=56720eaa

### Staff Norm #8

1. "Working hard and taking responsibility for the success and failure of all team members"

### ANet data is everyone's data

• What can I do to take ownership over entire school data? (Individual writing, 2 mins)



### Level 2 Students

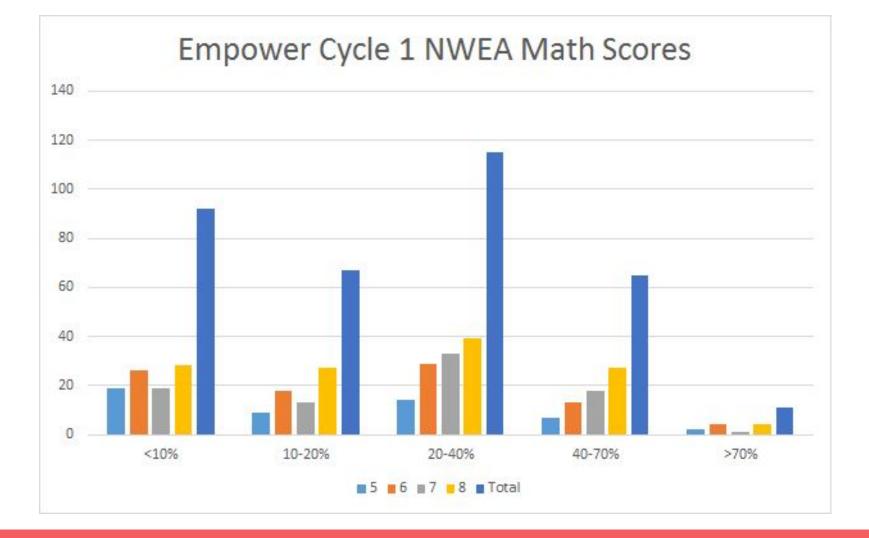
- Review level 2 students
- Discuss progress
- Move out or keep/new interventions?

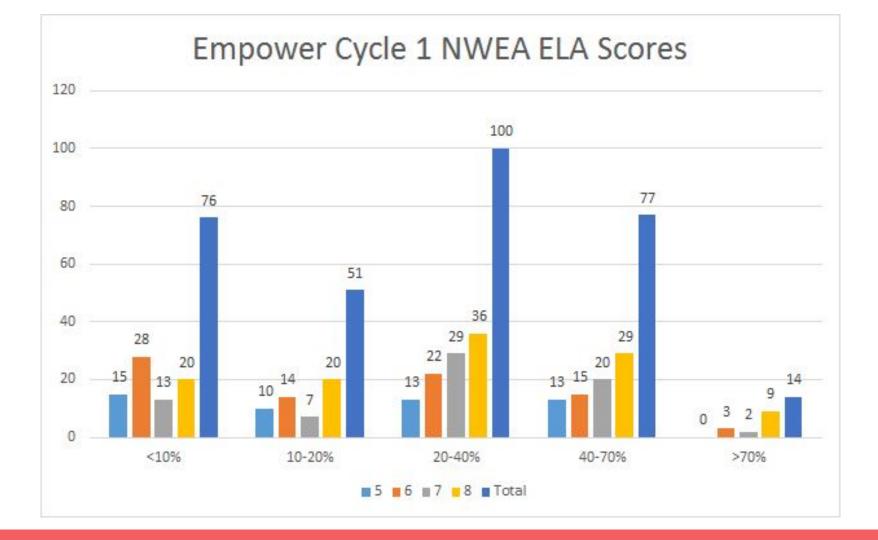
### Level 2 Mtg 2

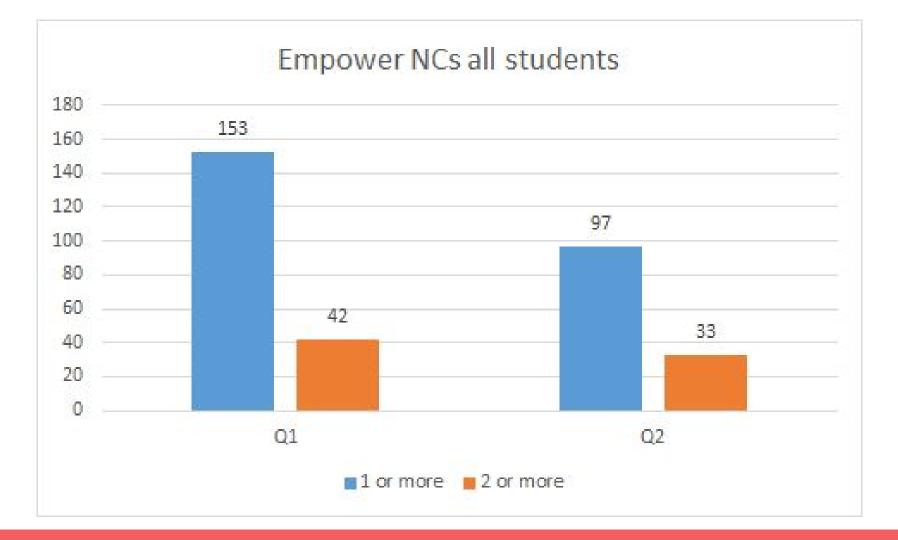
### Other data to be reviewed

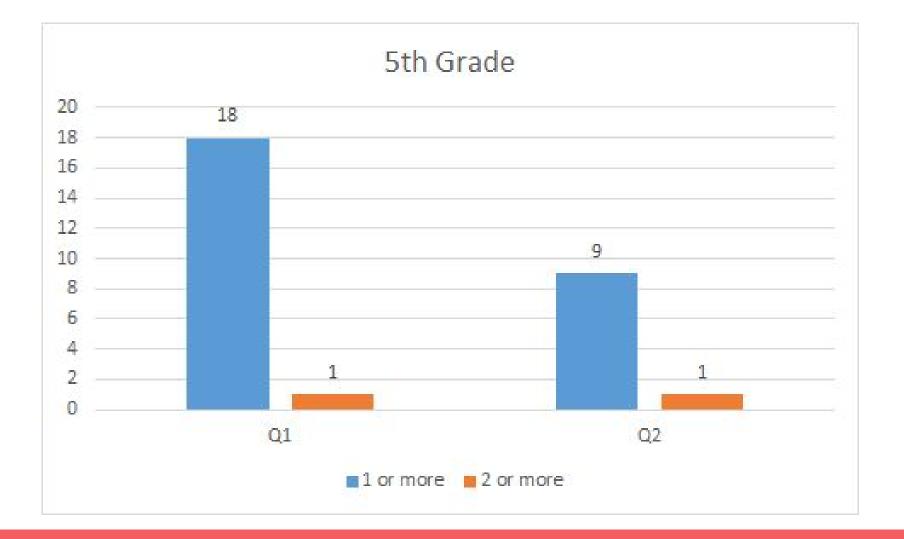
- 1. Whole school ANet Data
- 2. Discipline Data
- 3. Academic Data
- 4. NWEA data
- 5. Attendance





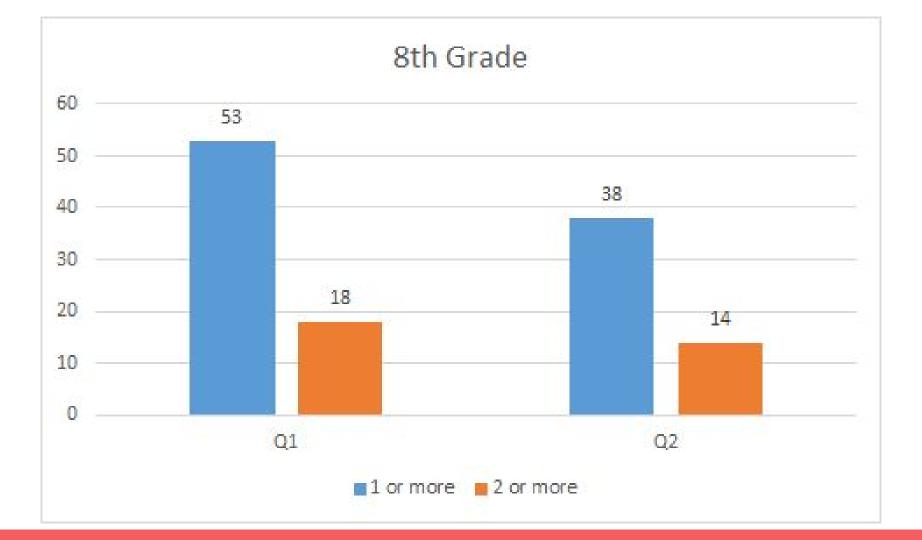




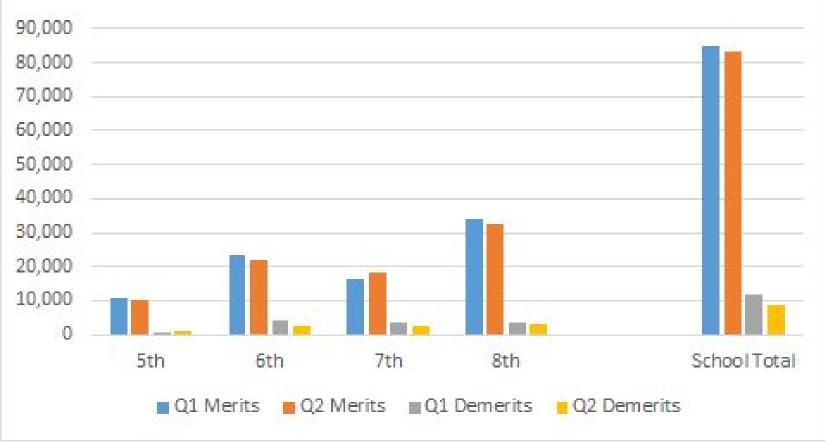


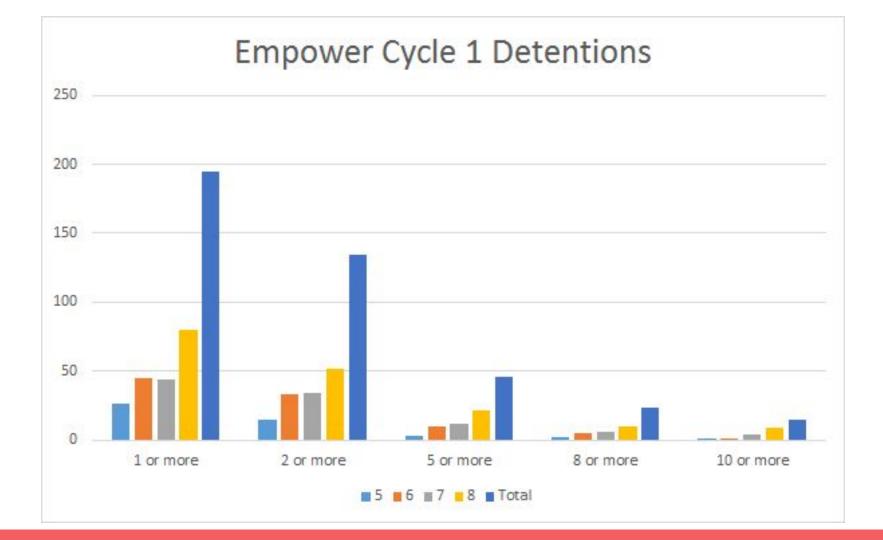


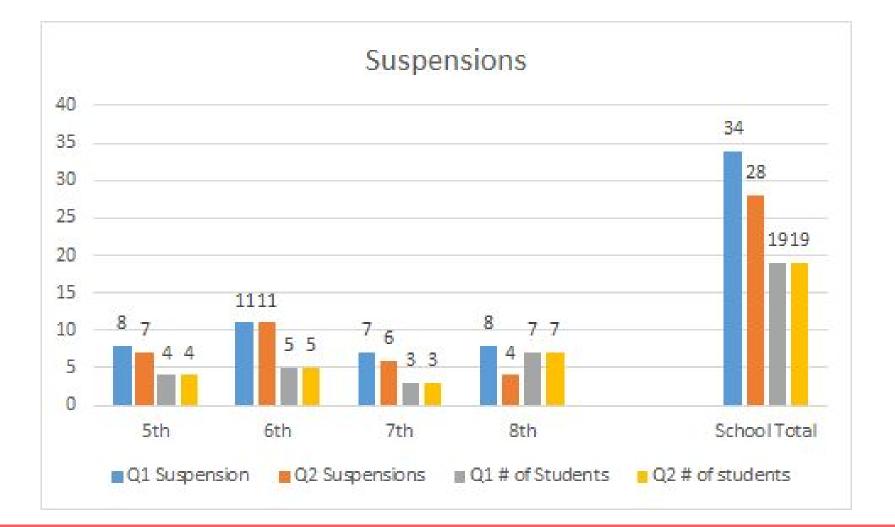


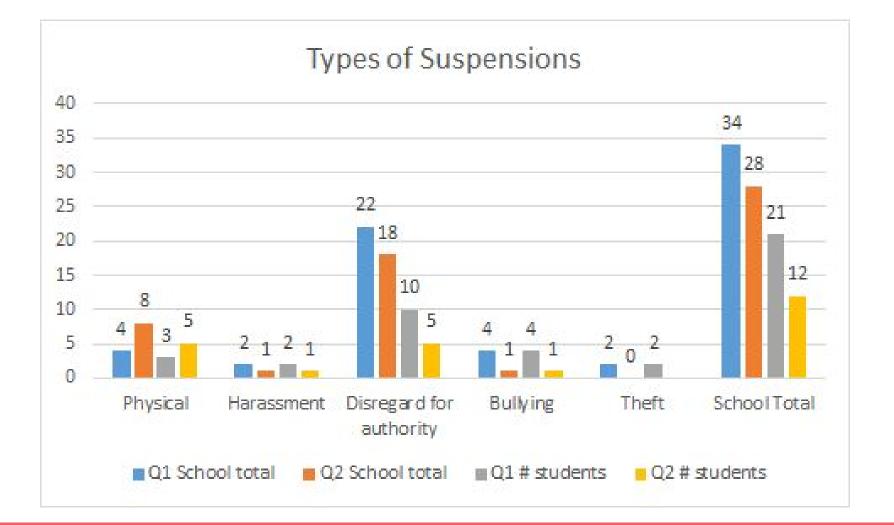


#### Merits V. Demerits









### **Group Poster**

• Data Points that Jump out?

• Trends and patterns?

• Questions?

• Possible Whole School Initiatives?

### **Gallery Walk**

• Post comments on group poster

• Respond to others comments

### **Share Out**

### Appendix P Pilot Teacher Evaluation





### ACE Competency Development



We propose a framework that includes 4 competency domains for all staff along with role-specific competencies





BELLWETHER EDUCATION PARTNERS

Realize Mission	
Competency	Description/Behavioral Indicators
Commit to ACE Students and Families	<ul> <li>Demonstrates a commitment to growing underserved students in the highest needs communities and engaging disengaged families</li> <li>Enthusiastically recruits and retains target ACE students</li> <li>Engages and is responsive to ACE students and families in a way that cultivates respect, pride, and ganas and cultivates student and family investment in and commitment to student growth</li> </ul>
Execute ACE Model	<ul> <li>Understands and can explain ACE's vision, mission, objectives, and strategies and the "why" behind them</li> <li>Demonstrates a strong understanding of and successfully runs ACE plays</li> <li>Takes personal responsibility to inject growth into every day actions, actively celebrating student academic and personal growth</li> </ul>
Create a College-Going Culture	<ul> <li>Demonstrates a laser focus on student pathways to college and life success in all decisions and behaviors</li> <li>Creates and promotes a culture of optimism that ACE is a place where students build confidence and become ready to thrive in college and life</li> <li>Instills in students, families, and staff a college-going mindset, frequently discussing and incorporating the idea of college in all communications</li> </ul>



3

#### Proposed ACE-wide competencies (2/4)

Grow Self	
Competency	Description/Behavioral Indicators
Demonstrate Self-awareness	<ul> <li>Aware of how behaviors, feelings, body language, and communications are perceived and impact others</li> </ul>
	<ul> <li>Openly shares ideas, concerns, assumptions, and priorities to support inclusive high quality decision-making</li> </ul>
	<ul> <li>Strives to understand strengths and limitations</li> </ul>
Build on Strengths	<ul> <li>Builds on strengths to optimize impact toward ACE and individual goals</li> <li>Identifies longer term career goals and seeks opportunities to reach them</li> </ul>
Commit to Growing	<ul> <li>Seeks and actively incorporates feedback into work to improve knowledge, skills, and abilities</li> </ul>
	<ul> <li>Seeks and takes advantage of opportunities to develop skills, accessing professional development, taking on stretch roles and risks where appropriate, and learning from mentors and teammates</li> </ul>
	<ul> <li>Strives to become an expert in area(s) of specialty</li> </ul>





Build Relationships	
Competency	Description/Behavioral Indicators
Communicate Effectively	<ul> <li>Demonstrates strong listening skills by being attentive to and concentrating on what others are saying</li> <li>Demonstrates effective verbal and written communication skills</li> <li>Adapts communication style and approach for specific external or internal audiences and demonstrates empathy and understanding when communicating with diverse audiences e.g. communicating in Spanish with primarily Spanish-speaking families</li> </ul>
Manage Conflict	<ul> <li>Addresses conflict by participating in difficult conversations and giving and receiving feedback constructively, optimistically, and authentically</li> <li>Demonstrates flexibility and openness when dealing with conflict</li> <li>Acts on next steps and follows through to resolve conflicts</li> </ul>
Collaborate with Others	<ul> <li>Models a "one-team" culture across the network, promoting strong connections within the schools and across the networks</li> <li>Builds optimism among teammates and creates an environment where people feel confident in ability to get results</li> <li>Collaborates with others to develop creative and innovative ideas, incorporating different perspectives and experiences</li> </ul>



Achieve Results		
Competency	Description/Behavioral Indicators	
Set Goals	<ul> <li>Demonstrates a sense of urgency and commitment to achieve personal (PGP), team (School Strategic Plans), and ACE cascade goals</li> <li>Sets ambitious yet realistic individual goals that are aligned to team goals, cascade goals, and mission</li> <li>Relentlessly pursues goals and high standards of work, overcoming hurdles</li> </ul>	
Plan and Execute	<ul> <li>Prioritizes work based on level of importance and urgency, tracks tasks, and manages time to meet goals and timelines</li> <li>Achieves results by leveraging ACE model, expertise, and research to develop and deliver best-in-class work</li> <li>Adapts to change and ambiguity with optimism and flexibility and is willing to take on "messy" challenges</li> </ul>	
Analyze Data	<ul> <li>Identifies data needs and analyzes data from multiple sources to push work forward, identify trends in work, and address challenges</li> <li>Uses evidence, facts, and rigorous thinking to support decision-making and to communicate rationale for decisions</li> </ul>	



6

## We identified additional competencies for leaders to reinforce team and talent management

Lead Staff	
Competency	Description/Behavioral Indicators
Inspire Team	<ul> <li>Motivates team authentically and cultivates team buy-in to the mission by connecting how individual and team work directly contribute to the ACE mission and playbook</li> <li>Asks for and incorporates team perspectives when making decisions</li> </ul>
Develop Others	<ul> <li>Recruits and hires effective, diverse, high-performing staff that connect with the communities served</li> <li>Invests time in professional development and growth of others through frequent and ongoing coaching, mentoring, and offering of learning opportunities</li> </ul>
Manage Team	<ul> <li>Creates and communicates shared vision of what success means (i.e. School Strategic Plan)</li> <li>Sets clear team goals, translates those goals into individual roles and responsibilities, delegates tasks appropriately, clearly communicates expectations, and adjusts team approach based on data</li> <li>Runs effective meeting, including creating agendas, managing time, summarizing action items with accountability</li> <li>Provides appropriate day-to-day support to team to achieve goals, including give feedback, offer resources to improve, or provide guidance to address challenges</li> </ul>



#### Based on benchmark research and input from focus groups, we developed role-specific competencies for ACE teachers

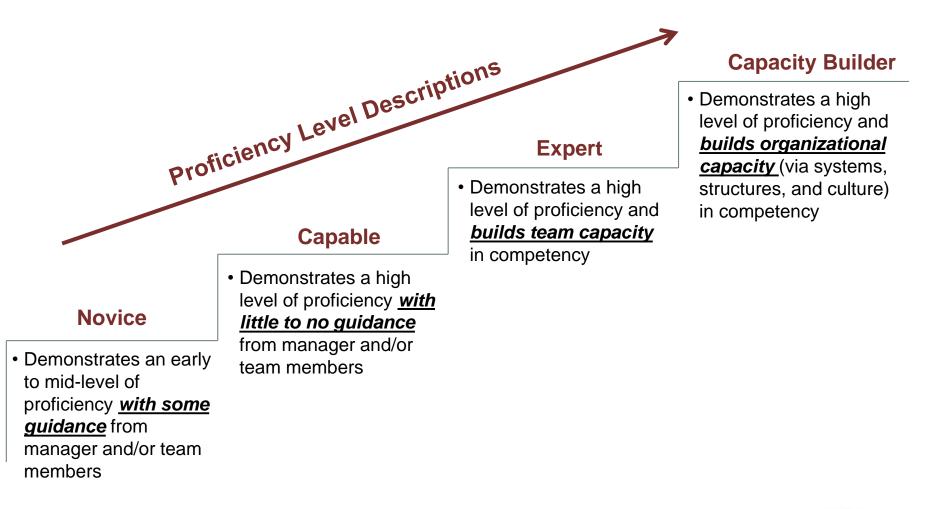
Lead Classrooms	
Competency	Description/Behavioral Indicators
Plan curriculum	<ul> <li>Establishes rigorous standards-based learning objectives that supports all students (regardless of starting level) to achieve Cascade targets and build college-ready confidence</li> <li>Demonstrates strong pedagogical and subject matter knowledge and incorporates into instructional plans</li> <li>Adapts and tailors ACE scope and sequence and instructional plans to ensure a clear, intentional path to achieve learning objectives</li> <li>Implements assessments that align to lesson/instructional plans and analyzes assessment data to inform and adjust instruction plans</li> </ul>
Deliver instruction	<ul> <li>Effectively executes lessons and adjusts pace as needed</li> <li>Brings a sense of urgency to the material so students are growing rapidly towards outcomes</li> <li>Uses a variety of <u>instructional strategies</u> and <u>activities</u> that engage students and encourage them to take risks</li> <li><u>Checks for student understanding</u>, using real-time feedback/data to adjust instruction</li> <li>Promotes <u>students taking on the cognitive load for achieving learning objectives and personal growth targets</u> where students understand how objectives and targets connect to college preparation</li> </ul>
Manage classroom	<ul> <li>Creates classroom <u>culture of optimism and college-going</u>, including celebrating growth</li> <li>Manages classroom conflict and efficiently deescalates tension, maintaining a neutral demeanor and self-regulating</li> <li>Maintains <u>high behavioral expectations</u> by executing the ACE student engagement system</li> <li>Builds and consistently enforces <u>routines and procedures</u> to maximize instructional time</li> </ul>

Lead Schools	
Competency	Description/Behavioral Indicators
Support instruction	<ul> <li>Builds staff capacity to use data and improve instruction to achieve targets outlined in School Strategic Plan, using observations, coaching, and modeling</li> </ul>
Manage operations	<ul> <li>Builds and executes school budgets that align to school priorities and provides transparency to teachers and other staff</li> <li>Leverages expertise of operations staff to manage schools, using data to improve efficiencies</li> <li>Manages students enrollment effectively to retain target students and meet budgetary requirements</li> </ul>
Build school culture	<ul> <li>Gets to know and builds rapport with all students</li> <li>Establishes school rituals and culture that promote optimism and persistence, celebrate college-going, and cultivates buy-in for the culture across staff, students, and families</li> <li>Creates a positive, safe, and orderly school environment that is conducive to student learning</li> </ul>





Based on roles and responsibilities, each competency will need to be demonstrated at one of a few proficiency levels





Bellwether Education Partners For the 2015-2016 school, we will pilot a new annual performance development and review process for all school and CMO staff. The proposed process is built on the foundation of "grow everyone, everyday". The proposed annual process includes formal and informal steps:







# The performance evaluation process anchors on the org-wide Cascade and the School Strategic Plans

Individual goals will directly align with accomplishing the School Strategic Plan and School Strategic Plan goals will directly align with accomplishing the Cascade goals

### **Cascade Plan:**

Organization-wide goals set by ACE Executive Director and senior leadership team

## **School Strategic Plans:**

School-level goals that directly align to the cascade and the related initiatives to accomplish those goals

## Individual goals:

- Job-specific goals: Individual goals specific to an individual's job that directly align to the School Strategic Plan
- Competency-based goals: Individual goals related to the ACE orgwide or role-specific competencies that support <u>how</u> an individual will perform their work to achieve their job-specific goals





## School Leader Goal Setting and Professional Growth Plan Template 2015 - 2016



Goal setting is one of the initial steps in the overall performance development and review process and serves as the critical foundation for the development and coaching discussions you will have with your manager over the course of the year. Please take time to complete the individual self-assessment and propose job-specific and competency-based goals to discuss and finalize with your manager. Based on the agreed up on goals, identify the specific steps you will take over the year to achieve your goals.

Individual Name: Position: School Name: Manager Name: Date:

Individual Self-assessment					
Please reflect on your performance over the past year and identify 2-3 if your strengths and 2-3 areas where you'd like to grow. Add examples, data, and					
evidence where relevant. We encourage referencing the ACE Competency Framework, however, it is optional.					
Current Strengths:					
Current Areas for Growth:					

<b>Competency-based Goals</b> Define how you will perform your work to reach your job-related goals based on the ACE org-wide and role-specific competencies					
Competency	Goal	Action Steps For Individual: What actions do you need to take to accomplish this goal?	Action Steps for Manager: What support or actions do you need from your manager to accomplish this goal	Measurement: How will you know when this goal has been reached?	
		•		•	
		•		•	
		•		•	

Appendix Q Corporate Documents



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

#### 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**

ua

Andrea C. Sexton Attorney at Law

Enclosure

JAMES E. YOUNG MICHAEL S. MIDDLETON DANIEL 1. SPECTOR LISA A. CORR

PAUL C. MINNEY

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

## State of California Secretary of State



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

That the attached transcript of _____ 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 3 1 2007

DEBRA BOWEN Secretary of State

8008989

#### ARTICLES OF INCORPORATION OF ACE CHARTER SCHOOL

(A California Nonprofit Public Benefit Corporation)

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

JUL 3 1 2007

#### 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; or the corresponding section of any future federal tax code, or the corresponding section of any future federal tax 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, <u>et seq.</u>, 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, <u>et seq.</u> ("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.

amara 5 varad

,Secretary

## ACE CHARTER SCHOOL

#### **CONFLICT OF INTEREST CODE**

#### I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, <u>et seq.</u>, 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. <u>Initial Statements</u>. 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. <u>Governing Board Candidates</u>. Candidates for election to the governing board shall file statements within 5 days after the final date for filing nomination petitions.
- C. <u>Assuming Office Statements</u>. All persons assuming designated positions after the effective date of this Code shall file statements within 30 days after assuming designated positions.
  - 1. <u>Annual Statements</u>. All designated employees shall file statements no later than **April 1**.
  - 2. <u>Leaving Office Statements</u>. All persons who leave designated positions shall file statements within 30 days after leaving office.
  - 3. <u>Statements for Persons Who Resign 30 Days After Appointment</u>. 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. <u>Filing Statements</u>. 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. <u>Contents of Initial Statements</u>. 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. <u>Contents of Assuming Office Statements</u>. 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. <u>Contents of Annual Statements</u>. 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. <u>Contents of Leaving Office Statements</u>. 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. <u>Personal Income Disclosure</u>

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. <u>Business Entity Income Disclosure</u>

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. <u>Business Positions Disclosure</u>

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.

Date 2008 amarn 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. Consultants¹
  - K. Other Employees²
- 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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ACE CHARTER SCHOOL CONFLICT OF INTEREST CODE

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 Employees⁴

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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 <u>real property</u> 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. <u>Investments</u> in or <u>income</u> from persons or business entities which are contractors or subcontractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.
- C. <u>Investments</u> in or <u>income</u> 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.

PAGE 1 OF 2

#### EXHIBIT B (cont)

#### **Disclosure Categories**

#### Category 2 Reporting:

A. <u>Investments</u> in or <u>income</u> 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. <u>Investments</u> in or <u>income</u> 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.

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#### 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 Creative Arts Academy, 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: 8-11 20

anen Tamara Alvarado, President

Date:

Susan Hammer, Secretary

## Appendix R

Non-Core, Non-College Prep Course List

ACE Empower Academy List of Non-Core, Non-College Prep Course Offerings 2015-16 School Year

Course	Teacher
Cultural Studies	Helene Ehrlich
Advisory, SSR (Silent Sustained Reading),	Helene Ehrlich
Homeroom, and PM Homeroom	

List of Non-Core, Non-College Prep Course Offerings Taught by Certificated Teachers

Course	Teacher
Life Skills	Stephanie Douglas
Advisory, SSR (Silent Sustained Reading),	Reissa Noriega,
Homeroom, and PM Homeroom	Nick McMillan,
	Marites Bandolin,
	Christopher Taylor,
	Ayushi Neogi,
	Chelsey Barmore,
	Stephanie Douglas,
	Daniel Gildea,
	Jeffrey Spafford,
	Erika Garcia,
	Brandi Sawyers,
	Rene Silva,
	Justin Gill,
	Sandra Luna

Appendix S Budget Plan

# **ACE Empower Academy - Budget Narrative**

ACE Empower Academy is currently in its 8th year of operation. The 2016-17 school year will be its 9th year of operation.

The school in its last 2 years has experienced a drop in enrollment relative to the 2013-14 year when it was operating at its target enrollment level of ~450 students. In 2014-15, enrollment was ~400 students and in the current 2015-16 year, the school ~350 students enrolled. This drop in enrollment has resulted in the school incurring losses. The financial projection assumes a 2-year ramp back up to its target enrollment – 420 in 2016-17 and 450 in 2017-18 and beyond. Consequently, there is a small loss expected for 2016-17. The losses have been funded by the greater than \$1M in reserves built up by the school prior to 2015-16. Even after incurring the losses in 2015-16 and 2016-17, the school still maintains a healthy reserve balance and a healthy cash balance.

The drop in enrollment in 2014-15 and 2015-16 has been driven by the opening of another ACE middle school (ACE Creative Arts Academy) in immediate proximity to the school. Consequently, the ACE target students in the Mayfair neighborhood have been enrolling in both schools. The combined enrollment for both the schools is 440-450 in 2015-16, which is in line with the ACE Empower Academy's enrollment prior to the opening of the second ACE middle school nearby. ACE is working with the Alum Rock Union School District to evaluate other district sites for locating the second ACE middle school. As there are not enough of ACE's target students in the Mayfair neighborhood to support two ACE middle schools, the ACE Board of Directors has already decided that the second ACE middle school cannot remain in the Mayfair neighborhood beyond 2015-16.

The projections assume no fundraising for the school and that the school is funded and sustained purely by public education funding (State and Federal).

Some important points to note with respect to the 2015-16 year and the projections provided for the three years beyond (up until 2018-19) are summarized below:

- 1. Enrollment grows from 350 in 2015-16 to 420 in 2016-17 and then levels off at the target enrollment level of 450 in 2017-18 and on. Projections assume a 96% ADA which is consistent with current and prior ADA levels of ACE Empower Academy.
- LCFF revenue per ADA has been calculated using the FCMAT calculator and based on gap closure percentages provided in the School Services of California Dartboard. The LCFF revenue calculations are based on numbers that do not take into account the recent Governor's Budget Proposal for 2016-17 which was just announced on January 7, 2016.
- In addition to the LCFF Revenue outlined above, ACE has projected State Revenues for Lottery, State Nutrition, State Special Education, State Special Education Mental Health and the funding of \$150,000 per annum for the afterschool program under the ASES grant.

- 4. State Revenue also includes SB 740 reimbursement which is a reimbursement of a portion of the school's annual lease cost since the school's facility is not a Prop 39 facility.
- 5. ACE has also projected Federal Revenues under the National School Lunch Program, Title I, and Title II.
- 6. No fundraising has been projected for the school. There has been no fundraising for the school since 2014-15 and the projections reflect that the school is self-sustaining purely on public funding.
- 7. Certificated teacher growth is based on the growth in enrollment, namely 2 additional teachers in 2016-17 and 1 more in 2017-18 and then steady state teacher level of 17.
- 8. Classified staff (administrative, Principal, etc.) assumed as steady through the period. Classified staff in terms of hourly staff shows some increases in 2017-18.
- 9. Benefits include contribution to STRS for certificated employees, contribution to a 401K for eligible classified employees, payment of Social Security for Classified Employees, Medicare, CA SDI and SUI for all employees, plus standard health insurance benefits offered to employees (medical, dental and vision). Projections assume a 10% year-over-year increase in the cost of health benefits. STRS contribution rates are also projected to increase from 10.73% in 2015-16 to 16.28% in 2018-19.
- 10. Food service costs increase in relation to the increase in enrollment.
- 11. Professional Development, Tuition Reimbursement and Relocation expenses increase in 2016-17 because those costs were picked up by the Central Office in 2015-16 and going forward are being pushed back to the schools given these expenditures are decided by and directly benefit the school.
- 12. The cost of academic consultants drops from 2015-16 to 2016-17. This drop is driven by the fact that 2015-16 was used as an R&D year to enlist the services of more academic consultants to assist in professional development, coaching and curriculum design to focus on improving the 2014-15 academic performance indicators.
- Special Education costs and Special Education revenues remain comparable (2016-17 versus 2015-16). The level of costs and revenues were both reduced for conservatism in 2017-18 onwards.
- 14. Facilities fees include lease payments regarding the campus facility, plus repairs and maintenance and district oversight fees.
- 15. Management fees are calculated at 10% of revenues excluding revenues received for Nutrition (which is more of a reimbursement of costs) and revenues received for SB 740 lease reimbursement.
- 16. Reserves stay at a healthy level (rising back up to \$1.1M in 2018-19) and cash also grows back to \$1.1M in 2018-19. Through the projection period, reserves and cash remain at a healthy level of at least \$900,000.
- 17. Given the small amount of capital assets and consequently depreciation, cash flow is impacted primarily by working capital. Working capital is the primary difference between net income and operating cash flow. Please see the Cash Flow projections in this appendix.

ACE Empower Academ	y Charter Renewal	<ul> <li>3-Year Financial Projection</li> </ul>	is (2015-16 to 2018-19)
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	 2015-16	2016-17	2017-18	2018-19
ASSUMPTIONS USED IN PROJECTIONS				
Enrollment	350	420	450	450
Staffing				
# of Teachers (Certificated)	14.3	16.0	17.0	17.0
# of Teachers (Classified)	2.0	1.0	1.0	1.0
# of SPED Teachers	2.7	3.0	3.0	3.0
# of SPED Paras	2.3	3.0	3.0	3.0
Total Staff	32.4	35.1	37.1	37.1
CMO Staff Allocated (FTEs)	0.3	0.3	0.5	0.5
Revenue				
LCFF Revenue/ADA	\$ 8,841.0	\$ 9,001.0	\$ 9,247.0	\$ 9,534.0
Federal Special Ed/ADA	\$ 125.0	\$ 125.0	\$ 125.0	\$ 127.5
State Special Ed/ADA	\$ 500.0	\$ 500.0	\$ 510.0	\$ 520.2
Lottery - Unrestricted/ADA	\$ 140.0	\$ 140.0	\$ 140.0	\$ 142.8
Lottery - Restricted/ADA	\$ 41.0	\$ 41.0	\$ 41.0	\$ 41.8
SB 740/ADA	\$ 750.0	\$ 750.0	\$ 750.0	\$ 750.0
Mandate Block Grant/ADA	\$ 14.2	\$ 14.2	\$ 14.5	\$ 14.8
One-Time State Funding/ADA	\$ 529.0	\$ -	\$ -	\$ -
EE Grant Per Certificated Teacher	\$ 1,466.0	\$ -	\$ -	\$ -
Expenses				
Teacher Salary Increases - Based on scale				
Other Staff Salary Increase	3.00%	3.00%	3.00%	3.00%
STRS Contribution Rates	10.73%	12.58%	14.43%	16.28%
Medical Benefits Year-Over-Year Increase	10.00%	10.00%	10.00%	10.00%
SUI/CASDI + Medicare + Workers Compensation	3.55%	3.55%	3.55%	3.55%
OASDI or Social Security (Classified-Eligible Employees Only)	6.20%	6.20%	6.20%	6.20%

#### ACE Empower Academy Charter Renewal - 3-Year Financial Projections (2015-16 to 2018-19)

	_	2015-16		2016-17		2017-18		2018-19
STATEMENT OF ACTIVITIES - INCOME STATEMENT								
Revenues								
LCFF Revenue	\$	2,970,576	\$	3,629,203	\$	3,994,704	\$	4,135,84
Federal Revenue	\$	380,277	\$	456,333	\$	494,202	\$	505,09
State Revenue	\$	801,604	\$	858,480	\$	868,190	\$	881,15
State Revenue - One-Time Funding	\$	199,734	\$	-	\$	-	\$	-
Fundraising	\$	-	\$	-	\$	-	\$	-
Total Revenue	\$	4,352,191	\$	4,944,016	\$	5,357,096	\$	5,522,09
Expenses								
Personnel Expenses								
Certificated Salaries	\$	1,383,487	\$	1,561,665	\$	1,678,491	\$	1,735,80
Classified Salaries	\$	469,756	\$	469,130	\$	532,009	\$	547,96
Benefits	\$	466,136	\$	559,246	\$	661,664	\$	743,93
Total Personnel Expenses	\$	2,319,378	\$	2,590,041	\$	2,872,164	\$	3,027,70
Instructional Materials & Supplies	\$	200,000	\$	130,000	\$	132,000	\$	126,00
Admin Supplies	\$	60,000	\$	50,000	\$	50,000	\$	45,00
Food Service	\$	229,221	\$	272,445	\$	297,776	\$	303,76
Instructional Consultants								
PD + Tuition Reimb + Relo	\$	3,600	\$	33,500	\$	33,500	\$	28,00
Academic Consultants	\$	166,417	\$	70,000	\$	60,000	\$	50,00
Afterschool	\$	150,000	Ś	217,000	Ś	215,000	Ś	175,00
SPED	\$	281,662		285,375	\$	226,737	\$	229,23
Subs & Summer School	\$	14,239	\$	15,098	\$	16,226	\$	16,46
Total Instructional Consultants	\$	615,918	\$	620,973	\$	551,463	\$	498,70
Facilities & District Fees	\$	603,117	\$	629,999	\$	645,912	\$	661,72
Technology & Equipment	Ś	104,840	\$	119,214	\$	106,429	\$	88,43
Student Recruitment	\$	-	\$	3,000	\$	3,000	\$	3,00
Staff Recruitment	Ś	19,000	\$	17,255	\$	15,453	\$	10,45
Operations & Administrative Support	\$	78,390	\$	89,899	\$	100,911	\$	96,96
Management Fees	\$	388,189	\$	437,965	\$	474,677	\$	539,51
Interest Expense & Depreciation	\$	1,500	\$	1,508	\$	1,515	\$	1,52
Total Expenses	\$	4,619,553		4,962,298	\$	5,251,299	\$	5,402,80
Net Income / Change in Unrestricted Net Assets	\$	(267,361)	\$	(18,282)	\$	105,796	\$	119,29
Reserve (Unrestricted Net Assets) Addition % of Period Revenues		N/A		N/A		2.0%		2.2
KEY BALANCE SHEET ITEMS								
Cumulative Reserve (Unrestricted Net Assets) Balance	\$	917,794	\$	899,512	\$	1,005,308	\$	1,124,60
Cumulative Reserve %		21.1%		18.2%		18.8%		20.4
Ending Cash	\$	918,682	\$	904,010	\$	998,806	\$	1,108,09
Debt Balance	\$	-	\$	-	\$	-	Ś	-

#### Notes:

1 Please note that ACE Empower's enrollment in 2015-16 of 350 and the P-2 enrollment of 398 in 2014-15 dropped from the 2013-14 level of 456 students. This drop was caused by the opening of ACE Empower's sister middle school (ACE Creative Arts Academy) in the 2014-15 school year in very close proximity to ACE Empower's existing location. We are projecting that the enrollment starts improving in the 2016-17 school year and reaches the 2013-14 enrollment levels in the 2017-18 school year.

2 Consequently, due to the below-par enrollment in 2015-16 and the almost-par enrollment in 2016-17, the ACE Board of Directors have decided to fund the negative Net Operating Income by using the significant reserves built up at the school (\$1.1M at the end of 2014-15).

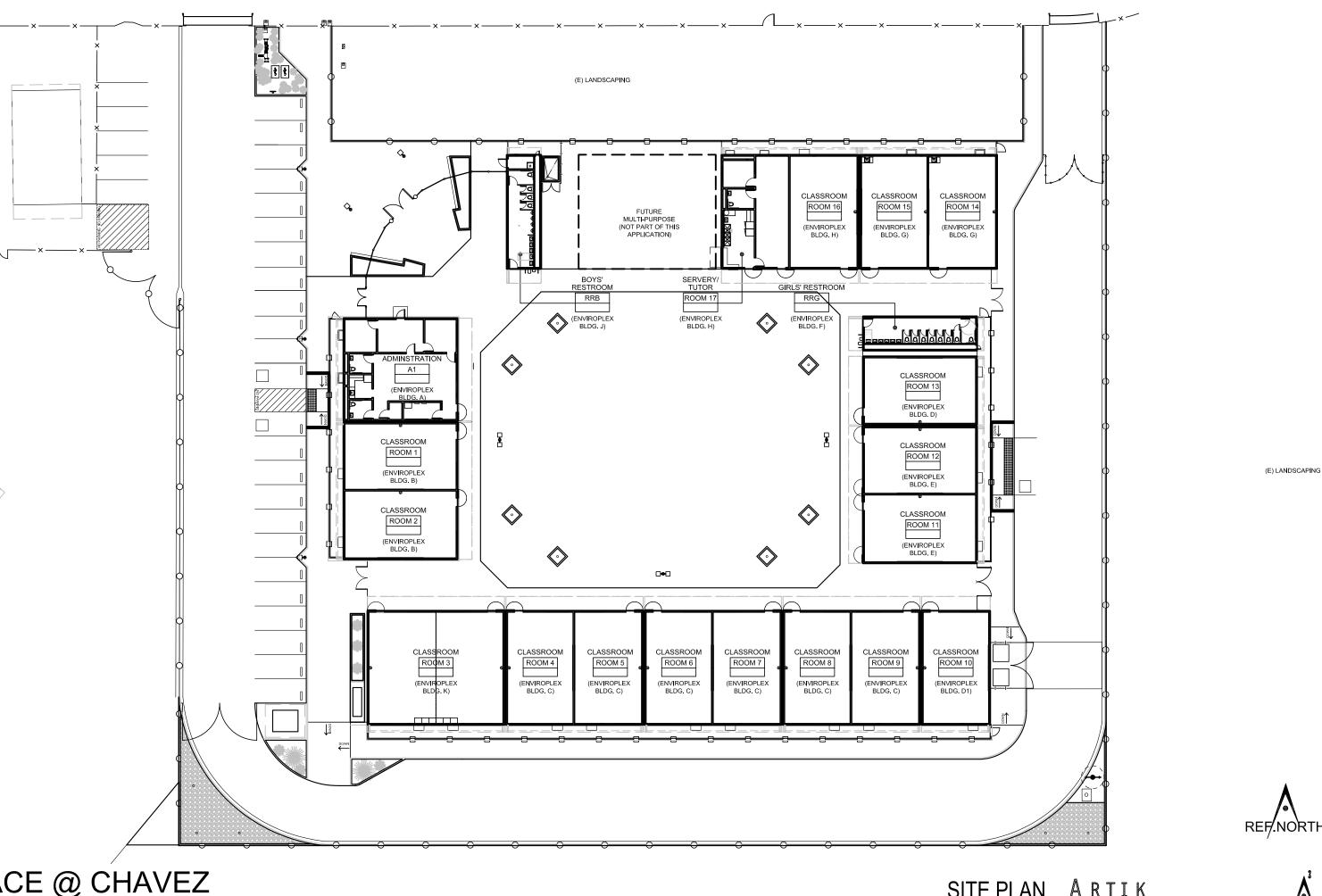
3 Please note that after the losses identified in 2015-16 and 2016-17, the reserves are still healthy at almost \$900,000 at 2016-17 year-end.

	[		2015-16												
		July	August	September	October	November	December	January	February	March	April	Мау	June	Accruals	TOTAL
ACTUALS THROUGH THE MONTH OF OCTOBER															
A. BEGINNING CASH	9110	1,135,574	979,490	871,575	1,285,779	1,028,235	927,994	1,268,602	1,219,444	1,080,869	1,061,724	1,009,994	879,523		
B. RECEIPTS															
LCFF Sources															
State Aid, EPA	8011-8019	108,404	108,404	320,054	195,127	195,127	320,054	195,127	160,715	239,224	160,715	160,715	239,224	0	2,402,891
In Lieu Property Taxes	8096	0	39,990	78,661	53,319	45,415	45,415	45,415	0	86,490	43,245	43,245	43,245	43,245	567,685
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue	8100-8299	0	0	0	52,545	13,485	14,443	58,335	13,964	13,485	78,765	13,485	28,628	93,140	380,277
Other State Revenue	8300-8599	21	8,982	106,482	30,122	1,780	302,454	44,426	17,948	198,661	41,500	1,780	128,208	118,972	1,001,338
Other Local Revenue	8600-8799	2	0	0	0	0	0	0	0	0	0	0	0	(2)	0
All Other Financing Sources	8930-8979	0	0	10	686	0	0	0	0	0	0	0	(696)	0	0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS		108,427	157,376	505,207	331,798	255,808	682,366	343,304	192,628	537,861	324,226	219,226	438,610	255,356	4,352,191
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	34,885	120,565	121,953	131,326	121,845	121,845	121,845	121,845	121,845	121,845	121,845	121,845	0	1,383,487
Classified Salaries	2000-2999	11,416	40,027	60,647	61,050	37,077	37,077	37,077	37,077	37,077	37,077	37,077	37,077	0	469,756
Employee Benefits	3000-3999	19,448	31,346	39,818	44,609	40,413	40,413	40,413	40,413	40,413	40,413	39,305	40,413	8,719	466,136
Books and Supplies	4000-4999	22,491	53,334	29,150	25,149	46,238	45,407	66,290	44,007	42,312	63,484	37,212	46,333	58,255	579,661
Services and Operating Expenditures	5000-5999	90,807	137,669	129,184	201,532	137,975	144,336	169,336	115,360	132,858	140,636	141,758	181,283	(3,722)	1,719,014
Capital Outlay	6000-6999	0	0	0	0	0	0	0	0	0	0	0	0	1,000	1,000
Other Outgo	7000-7499	0	(0)	(2)	(0)	1	1	1	1	1	1	1	1	494	500
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disbursements/Non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS		179,047	382,941	380,750	463,666	383,548	389,079	434,961	358,703	374,505	403,456	377,197	426,951	64,746	4,619,554
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	42,925	29,769	94,317	46,663	0	19,821	15,000	0	0	0	0	0	0	248,495
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650	128,388	(87,881)	(195,430)	172,339	(27,500)	(27,500)	(27,500)	(27,500)	182,500	(27,500)	(27,500)	(27,500)	0	7,416
TOTAL PRIOR YEAR TRANSACTIONS, O		(85,463)	117,650	289,747	(125,676)	27,500	47,321	42,500	27,500	(182,500)	27,500	27,500	27,500	0	241,079
		(03,403)	060,111	209,141	(120,076)	21,500	41,321	42,300	21,500	(162,500)	21,500	27,300	27,500	0	241,079
E. NET INCREASE/DECREASE (B - C + D)		(156,084)	(107,915)	414,204	(257,545)	(100,241)	340,608	(49,158)	(138,575)	(19,145)	(51,730)	(130,471)	39,159	190,609	(26,284)
F. ENDING CASH (A + E)		979,490	871,575	1,285,779	1,028,235	927,994	1,268,602	1,219,444	1,080,869	1,061,724	1,009,994	879,523	918,682		
G. ENDING CASH, PLUS ACCRUALS															1,109,290

			2016-17				2017-18		2018-19			
		FY Casl Flow	FY Acc	ruals	FY Total	FY Cash Flow	FY Accruals	FY Total	FY Cash Flow	FY Accruals	FY Total	
ACTUALS THROUGH THE MONTH OF OCTOBER												
A. BEGINNING CASH	9110	918,6	32			904,010			998,806			
B. RECEIPTS												
LCFF Sources												
State Aid, EPA	8011-8019	2,947,9	31	0	2,947,981	3,264,823	0	3,264,823	3,402,927	0	3,402,927	
In Lieu Property Taxes	8096	626,2	23 55	5,000	681,223	672,881	57,000	729,881	667,922	65,000	732,922	
Other LCFF/Revenue Limit Transfers	8091, 8097		0	0	0	0	0	0	0	0	0	
Federal Revenue	8100-8299	356,3	33 100	0,000	456,333	379,202	115,000	494,202	385,091	120,000	505,091	
Other State Revenue	8300-8599	753,4	30 105	5,000	858,480	758,190	110,000	868,190	766,156	115,000	881,156	
Other Local Revenue	8600-8799		0	0	0	0	0	0	0	0	0	
All Other Financing Sources	8930-8979		0	0	0	0	0	0	0	0	0	
Other Receipts/Non-Revenue			0	0	0	0	0	0	0	0	0	
TOTAL RECEIPTS		4,684,0	16 260	0,000	4,944,016	5,075,096	282,000	5,357,096	5,222,097	300,000	5,522,097	
C. DISBURSEMENTS												
Certificated Salaries	1000-1999	1,561,6	65	0	1,561,665	1,678,491	0	1,678,491	1,735,807	0	1,735,807	
Classified Salaries	2000-2999	469,1	30	0	469,130	532,009	0	532,009	547,969	0	547,969	
Employee Benefits	3000-3999	551,2	46 8	3,000	559,246	652,664	9,000	661,664	731,933	12,000	743,933	
Books and Supplies	4000-4999	516,6	59 55	5,000	571,659	526,205	60,000	586,205	503,202	60,000	563,202	
Services and Operating Expenditures	5000-5999	1,789,0	90 10	0,000	1,799,090	1,776,416	15,000	1,791,416	1,790,370	20,000	1,810,370	
Capital Outlay	6000-6999	1,5	08	0	1,508	1,515	0	1,515	1,523	0	1,523	
Other Outgo	7000-7499		0	0	0	0	0	0	0	0	0	
All Other Financing Uses	7630-7699		0	0	0	0	0	0	0	0	0	
Other Disbursements/Non Expenditures			0	0	0	0	0	0	0	0	0	
TOTAL DISBURSEMENTS		4,889,2	98 73	3,000	4,962,298	5,167,299	84,000	5,251,299	5,310,804	92,000	5,402,804	
D. PRIOR YEAR TRANSACTIONS, Other												
Accounts Receivable	9200-9399	255,3	56			260,000			282,000			
Accounts Payable	9500-9630.											
(Liabilities, including Deferred Revenue)	9650	64,7	46			73,000			84,000			
TOTAL PRIOR YEAR TRANSACTIONS, C	ther	190,6	09			187,000			198,000			
- NET INCREASE/DECREASE												
(B - C + D)		(14,6	72) 187	,000		94,797	198,000		109,293	208,000		
F. ENDING CASH (A + E)		904,0	10			998,806			1,108,099			
G. ENDING CASH, PLUS ACCRUALS												

Appendix T Current School Site Map

# ACE @ CHAVEZ ACE CHARTER SCHOOL



ARTIK SITE PLAN SCALE: 1" = 30'-0" ART & ARCHITECTURE

REFNORTH

Appendix U School Site Safety Plan



# School Site Safety and Crisis Response Plan

2012-2013



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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.).



## **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, juvenile crime, high percentage of renters, and unsafe public spaces and gang activity.

## **Description of School Ground**

Currently ACE his located on 625 South Sunset Avenue in East San Jose, California. This site has a total of 16 classrooms, a staff room, server, and tutor room. 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.

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 in a handbook 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 nondiscrimination 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.



## Staff Contact List

Staff Member	Title	Phone Number (Cell)	Email Address
	Main Office: 40	8-729-3920	•
	Fax: 408-72	29-3952	
Ms. Shangrila Mia-Ramzan	Co-Principal	408-460-2763	smia-ramzan@acecharter.org
Mr. Vu-long Trinh	Co-Principal	408-396-9844	vtrinh@acecharter.org
Ms. Berenice Orozco	Dean of Students	ТВА	borozco@acecharter.org
Mrs. Claudia Gonzalez	Office Manager	408-401-6213	cgonzalez@acecharter.org
Mrs. Bandolin Marites	Science Teacher	Ext.1103	mbandolin@acecharter.org
Ms. Chelsey Barmore	English/Language Arts	Ext.1107	cbarmore@acecharter.org
	teacher		
Ms. Katie Cage	Special Education	Ext.1103	kcage@acecharter.org
	Specialist		
Ms. Claudia Cortes	Lunch Service Assistant	N/A	ccortes@acecharter.org
Ms. Renne des Lauriers	English Language Arts	Ext.1108	rdeslauriers@acecharter.org
Mrs. Graciela Diaz	Lunch Service Assistant	N/A	gdiaz@acecahrter.org
Mr. Lorenzo Diaz	Campus Supervisor	408-426-1285	Idiaz@acecharter.org
Ms. Stephanie Douglas	Math/English Teacher	Ext.1102	sdouglas@acecharter.org
Ms. Helene Ehrlich	Art Teacher	Ext.1116	hehrlich@acecharter.org
Ms. Erika Garcia	Lead Math Teacher	Ext.1112	egarcia@acecharter.org
Mr. Daniel Gildea	English Language Arts Teacher	Ext.1109	dgildea@acecharter.org
Mr. Justin Gill	Science Teacher	Ext.1115	jgill@acecharter.org
Ms. Aleida Hipolito	Office	Ext.1205	ahipolito@acecharter.org
	Assistant/Campus		
	Supervisor	5	
Ms. Sandra Luna	Math Teacher	Ext.1106	sluna@acecharter.org
Mr. Nick McMillan	Intervention Specialist	N/A	nmcmillan@acecharter.org
Ms. Daisy Macias	1 on 1 aid	N/A	dmacias@acecharter.org
Ms. Diana Mendez	Special Education Specialist	Ext.1103	dmendez@acecharter.org
Ms.Ayushi Neogi	Math Teacher	Ext.1105	aneogi@acecharter.org
Ms.Reissa Noriega	Math/English Teacher	Ext.1101	rnoriega@acecharter.org
MS. Araceli Pinedo	Community Resource Coordinator	Ext.1208	apinedo@acecharter.org
Ms.Kelli Ramirez	Campus Supervisor	Ext.1207	kramirez@acecharter.org



Mr. Luis Rodriguez	Special Education	Ext.1103	Irodriguez@acecharter.org
	Specialist		
Mr. Manuel Salazar	Office	Ext.1205	msalazar@acecharter.org
	Assistant/Campus		
	Supervisor		
Ms. Brandi Sawyers	Science Teacher	Ext.1114	bsawyers@acecharter.org
Mr. John Shieh	Math Teacher	Ext.1110	jshieh@acecharter.org
Mr. Rene Silva	Math Teacher	Ext.1113	rsilva@acecharter.org
Mrs. Lucia Silveira	Paraprofessional	Ext.1103	lsilviera@acecahrter.org
Mr. Jeffrey Spafford	Humanities Lead	Ext.1111	jspafford@acecharter.org
	Teacher		
Mr. Christopher Taylor	Humanities Teacher	Ext.1104	ctaylor@acecharter.org
Mr. Pedro Tinajero	Lunch Service Assistant	N/A	ptinajero@acecharter.org
Mr. Greg Lippman	Executive Director	408-677-1546	glippman@acecharter.org
Mrs. Shawn Gerth	Managing Director of	408-817-0018	sgerth@acecharter.org
	Academic Operations		
	and Vision		
Mrs. Rosie Bravo	Operations Manager	408-624-0171	rbravo@acecharter.org



## **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
- $\circ$   $\;$  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 twenty-four (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.



# **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 "daisychained."
- 35. Defective (spliced or damaged) flexible electric power cords must not be used.



# 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	Candy
Soda	Any illegal substance
Weapons and toy weapons	Stuffed animals or dolls
Gameboys or any other electronic toys	Radio or Walkman or MP3 Player
Cash	Jewelry
Cell phones or other electronic devices	

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.



# **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

 Show Respect
 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 when a fight occurs:

- 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 when a riot occurs:

- 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.



# **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	Using profanity or vulgarity in any language
Yelling out in class	Public displays of affection
Shuffling backpack	Wearing make-up
Slamming your book	Throwing objects
Doing work for other classes	Name calling
Talking to neighbors	Lying
Laughing inappropriately	Teasing
Instigating off-task behavior	Not in uniform
Slamming chairs, desks, doors	Racist, sexist, homophobic comments
Passing notes	Gang paraphernalia
Uniform violations	Cursing at someone
Other:	Defiance
Eating candy/gum in class & passing it to other	Deliberately ignoring staff directions
students	
Electronics: Cell phones, Mp3 players, PSP's, Toys	Talking back to staff/ volunteers
Skateboards, scooters	Fighting
Sports equipment from home	Intimidation
No homework (clean slate every 8 weeks)	Vandalism
Unprepared: disorganization of papers, lack of	Punching, kicking or other physical violence
supplies, etc.	
Using profanity or vulgarity in any language	Forging parent signatures
Cheating or plagiarism	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.



# **Bloodborne 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.

### **Precautions**

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:
  - $\checkmark$  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:
  - $\checkmark$  Always wear gloves and other PPE as necessary to prevent exposure
  - $\checkmark$  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.

## Labels and Signs

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
  - o 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.
  - 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.



## 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
  - o 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: Storage closet in servery

Personal Protective Equipment (PPE):

Storage closet in servery

### 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

Phone Number: 408-918-3400, 408-280-6479



### 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.
- 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.



## 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.



## **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.



## **Emergency Response Procedures**

**School Crisis Team** 

## Designated Responsible Official

Name: Shangrila Mia-Ramzan (Co-Principal)

Phone: (408) 460-2763

**Emergency Coordinator** 

Traffic & Security

Name: Shangrila Mia-Ramzan (Co-Principal)

Phone: (408) 460-2763

(408) 396-9925

Shangrila Mia-Ramzan (Co-Principal)	(408) 460-2763
Claudia Gonzalez	(408) 401-6213
Lorenzo Diaz	(408) 426-1285
Araceli Pinedo	(408) 508-2653
Pedro Tinajero	(408) 712-5087
	Claudia Gonzalez Lorenzo Diaz Araceli Pinedo

Vu long Trinh

Assistants to Physically ChallengedBeatriz Orozco(510) 709-6129Any physically able, full time ACE employee not with students at the time of the emergency and with no<br/>other emergency responsibilities will lead teams of other staff members to assist with necessary student<br/>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 longterm 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)



## **Safety Committee**

Name	Title	Phone
Shangrila Mia-Ramzan	Co-Principal	408-460-2763
Vu long Trinh	Co-Principal	408-396-9925
Rosie Bravo	Operations Manager	408-624-0171
Greg Lippman	Executive Director	408-677-1546



## 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: __/__/2015

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. <u>However, at no time will school officials transfer responsibility for student care.</u>

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:



Duck and Cover 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**

### **Duck and Cover**

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 (North Parking Lot)	ACE Charter School (Cesar Chavez Elementary Campus)
Address	625 S. Sunset Ave San Jose, CA 95116	2000 Kammerer Avenue San Jose, CA 95116
Phone Number	(408) 729-3920	(408) 928-7300

#### Secondary Off-Site Evacuation/Assembly Location

Organization +	Parque de la Amistad
Location	(Public Park)
Address	Behind rear north parking lot at 480 McCreery Ave.

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 Parque de la Amistad.



In the event of an airborne chemical or biological release, it is safest for students and staff to remain

## Staff Training

indoors at the school site.

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.



# **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 <i>Severe:</i> 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: Araceli Pinedo

Phone: (408) 508-2653

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. <u>Attempt First Aid ONLY if trained & qualified</u>.



## **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 Empower Academy, 408-729-3920
  - Building address, including nearest cross street(s): 625 S. Sunset Avenue, San Jose, CA 95116 (Kammerer and S. Sunset)
  - 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.



If you are instructed TO evacuate, each teacher needs to:

 Get your class roster (clipboard).
 Get the evacuation map (clipboard).
 Count your students before you leave the room.
 Be last to leave the classroom but once out of the room get to the front of the student line.
 Ensure that your door is open upon exiting the room.
 Bring your emergency backpack to the outdoor Assembly Area.
 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 <i>drop and cover</i> 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.**



## **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



Instructions:	Teleph	one Bomb Thre	eat Reporti	ng Procedure		
Be Calm & Listen & de	Courteous o not interrupt the c r talking (pretend di					
Your Name:			Time:		Date:	
Document the	following:					
Caller's Identia	ty:					
Male	Female Adult	Juvenile	Approx	kimate Age:		
Voice Charact	eristics:					
Loud High	Pitch Soft De	eep Raspy F	Pleasant	Intoxicated	Other:	
	n Spanish Other:					
	Stutter Slurred Excellent Fa					
5 5			-			
Background N	oises:					
Factory Mac	hines Trains	Music Street	Animals V	oices Party	Airplanes	Q
Ask the follow	ing questions to Bo	mb Threat Persor	n (if possible	?):		
<ul> <li>What time</li> </ul>	e will bomb go off:					
<ul> <li>Where is in</li> </ul>	t located:					
	of bomb is it:					
	of package is it in:					
<ul> <li>What is yo</li> </ul>	our 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 <u>WITH</u> 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.



## 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.

Phone

- 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.

Physician Signature

Address

Received and acknowledged:

Parent Signature

School Nurse Signature

Date

Date

Print Physician Name

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



## **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.

Fire Drills:			
September	Completed:	YES	NO
October	Completed:	YES	NO
November	Completed:	YES	NO
December	Completed:	YES	NO
January	Completed:	YES	NO
February	Completed:	YES	NO
March	Completed:	YES	NO
April	Completed:	YES	NO
Мау	Completed:	YES	NO
June	Completed:	YES	NO
Earthquake Drills:			
September	Completed:	YES	NO
November	Completed:	YES	NO
February	Completed:	YES	NO
Мау	Completed:	YES	NO



## 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:
  - o 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
  - o 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 Community Complaint Form

Name				
Complainant				
Date of Incident				
Location of Incident				
Staff Teacher Student Other				
Address & Contact Information				
PhoneFaxE-Mail				
Description of Complaint (Add additional pages if needed)				
Persons involved (including persons responsible) and witnesses				



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** 



# ACE Medication Doctor/Parent Authorization

(Form SB 28)

Student Name:		Grade:
Teacher:		
Height:	Weight:	Age:
List any known drug allergies/reactions	:	

# DOCTOR AUTHORIZATION

Dosage:	Route:	Frequ	ency/Tir	me(s) to be given:_	
Begin Medication				Stop Medication:	
-	Date				Date
Special Instruction	ns:				
Does medication	require refrigeration?	Yes	No		
Is the medication	a controlled substance?		Yes	No	
المتعامية معتبالهم كا	or emergency medication, o	do vou re	commen	d this medication b	e kept "on person" by
if asthma innaler (		'			
the student? Potential Side Eff	ects / Adverse Reactions:_ in the event of an adverse r		Yes	No	
the student? Potential Side Eff	ects / Adverse Reactions:		Yes	No	
the student? Potential Side Eff	ects / Adverse Reactions:		Yes	No	



### 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.

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)



### **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:	
	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, 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 stateme	nt - attach to th	is 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 is below. (*continue on back of page or attach additional she		



Employee/Student Incident/Accident Report (continued)

 When did you report the incident to your supervisor?

 Reporting Date: ______ am/pm

**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 (4	08) 259-5000
Santa Clara Valley Medical Center	751 S Bascom Ave (4	08) 885-5000





### **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. <u>This Checklist is to be completed to ensure that</u> <u>personnel at each school site are complying with the ACE (& State/Federal) School Site Safety policies</u> <u>& procedures.</u> 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:

Γ	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



Ho	usekeeping
	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	e 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
Ма	ichinery & 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
Ser	very
	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
Gei	neral 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 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:

Notes:



### Maintenance and Repair Log

Document if any maintenance or repairs have taken place this month.

Description

Location	
	at ACE on//
Cost:	Report Filed on://

For Safety Committee

Action Taken:



### **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:



Appendix V Classroom Clipboard

# ACE Charter School Emergency Phone Numbers

Fire Department: 911 or 1-408-277-4444 Police (Emergency): 911 or 1-408-277-8911 Electric: 1-408-282-7119 or 1-800-743-5000 (PG&E) Gas: 1-408-282-7119 or 1-800-743-5000 (PG&E) Ambulance: 911 or 1-408-574-3819 Water: 1-408-279-7900 Telephone: 1-800-750-2355 (AT&T)

Building/Facilities Maintenance: Call Lorenzo Diaz at (408) 426-1285

Our address 625 S. Sunset Ave. San Jose, CA 95116

# **EMERGENCY PHONE NUMBERS**

# **Crisis Teams**

Designated Responsible Official		
<b>Principal:</b> Shangrila Mia-Ramzan	Phone: (4	08) 460-2763
Emergency Coordinator		
Principal: Shangrila Mia-Ramzan	Phone: (4	08) 460-2763
Emergency Response Team: _		
Site Communications Team	Shangrila Mia-Ramzan	(408) 460-2763
Utilities & Hazards Team	Claudia Gonzalez	(408) 401-6213

Araceli Pinedo

Graciela Diaz

Vu Long Trinh

### Assistants to Physically Challenged: Beatriz Orozco

(408)569-2522

(408) 508-2653

(408) 712-5087

(408) 396-9925

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.

# **CRISIS TEAMS**

First Aid Team

Food & Water

Traffic & Security

			(408) 295-6008 Tet (408) 295-3584 Fax		
	(408) 729-3952 Fax	C Position	Email	Cell/Extension	Location
Trinh	Vu Long	Co-Principal	vtrinh@acecharter.org	cell (408) 396-9844 / 1202	Main Office
Mia-Ramzan	Shangrila		smia-ramzan@acecharter.org	cell (408) 460-2763 / 1203	Main Office
Orozco	Beatriz	Dean of Students	borozco@acecharter.org	cell (408) 569-2522 / 1206	RPG
Bandolin	Marites	Science Teacher	tmbandolin@acecharter.org	1103	3
Barmore	Chelsey	English Language Arts Teacher	cbarmore@acecharter.org	1107	7
Cortes	Claudia	Lunch Service Assistant	ccortes@acecharter.otg	N/A	Servery
Diaz	Graciela	Lunch Service Assistant	gdiaz@acecharter.org	N/A	Servery
Diaz	Lorenzo	Campus Supervisor	ldiaz@acecharter.org	(408) 396-1552	A/N
Douglas	Stephanie	Math/Science Teacher	sdouglas@acecharter.org	1102	2
Ehrlich	Helene	Anteacher	hehrlich@acecharter.org	116 × 311F	16
Garcia	Erika	Math Lead Teacher	egarcia@acecharter.org	1112	12
Gildea	Danie	English Language Arts Teacher	dgildea@acecharter.org	1109 S.	6
Gill	Justin	Science Teacher	jgill@acecharter.org	1115	15
Gonzalez	Caudia	Office Manager	cgonzalez@acecharter.org	cell (408) 401-6213 /1201	Main Office
Hipolito	Aleida	Office Assistant/Campus Supervisor	ahipolito@acecharter.org	1205	Main Office
Lowe	Chelsea	SpEd Specialist	clowe@acecharter.org	1203	5
Luna	Sandra	Math Teacher	sluna@acecharter.org	1106	9
McMillan	Nick	Intervention Specialist	nmcmillan@acecharter.org		N/A
Macias	Daisy	Campus Supervisor	dmacias@acecharter.org	1207	RPG
Mendez	Diana	Special Education Specialist	dmendez@acecharter.org	1103	3
Neogi	Ayushi	Math Teacher	aneogi@acecharter.org	1105	5
Noriega	Reissa	Math/Science Teacher	rnoflega@acechafter.org	1101	
Pinedo	Araceli	Community Resource Coordinator	apinedo@acecharter.org	celi (408) 508-2653 /1208	SFGC
Ramirez	Kelli	Campus Supervisor	kramirez@acecharter.org	1207	RPG
Rodriguez	Luis	Intervention Specialist	Irodriguez@acecharter.org	1103	з
Salazar	Manuel	Office Assistant/Campus Supervisor	msalazar@acecharter.org	1205	Main Office
Sawyers	Brandi	Science Teacher	bsawyers@acecharter.org	1114	14
Silva	Rene	Math Teacher	rsilva@acecharter.org	2000 <b>1113</b> 1000 1000	13
Silviera	Lucia	Paraprofessional	lsilviera@acecharter.org	1103	3
Spafford	Jeffrey	Humanities Lead Teacher	jspafford@acecharter.org		11
Taylor	Christopher	Humanities Teacher	ctaylor@acecharter.org	1104	4
		TIMAK CONICO ACCICESNE	lotinalero@acecharter.org	States of the	Serverv

# Earthquake Procedure

Instruct to **DROP** (down on the floor), **COVER** (under desks protecting the head and neck with arms) and **HOLD** (onto furniture and be prepared to move with it)

After shaking stops, check for injuries, render first aid, and evacuate

If you are told TO Evacuate:

- 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. Follow the evacuation path for your classroom.
- 6. If you need assistance or student(s) is (are) missing notify the Site Communications Team or Office Manager. Use the Red paper (clipboard) to communicate you have someone missing.
- 7. Once at assembly area recount your students and verify they are all there, if they are use a Green paper (clipboard) to communicate all is well in your group.
- 8. Do not go back to your class until you have been given the "All Clear" signal from an administrator.

# EARTHQUAKE

- 1. Have your students leave all items in the classroom.
- 2. Count your students.
- 3. Get your class roster (clipboard).
- 4. Get the evacuation map (clipboard).
- 5. Count your students before you leave the room.
- 6. Ensure that your door is <u>closed</u> upon exiting the room.
- 7. Follow the evacuation path for your classroom.
- 8. If you need assistance or student(s) is (are) missing notify the Site Communications Team or Office Manager. Use the Red paper (clipboard) to communicate you have someone missing.
- 9. Once at assembly area recount your students and verify they are all there, if they are use a Green paper (clipboard) to communicate all is well in your group.
- 10. Do not go back to your class until you have been given the "All Clear" signal from an administrator.

FIRE

## Lockdown

## For a Lockdown

This is when an intruder is on campus threatening the safety of your students/community:

- 1. Lock the classroom door when the "Lockdown" order is given.
- 2. Barricade the door and any entrance to the classroom.
- 3. Build a separate barricade for the students to hide behind (using desks and chairs and a window-less corner of the room).
- 4. Quiet the students.
- 5. Take roll and send Email to all school leaders in the format of
  - -Number of students present
  - -Number of student absent
  - -Name of students missing (if applicable)
- 6. Make sure your cell phone is turned on, but ringer is silenced.
- 7. Wait for the "All Clear" order from Police Officials.

# For a Shelter in Place (Activity in the community):

This is when there is a security threat in the surrounding community:

- 1. Lock the classroom door when the "Shelter in Place" order is given.
- 2. Close all blinds
- 3. Turn walkie on to channel 1
- 4. Shelter in Place and continue teaching.
- 5. DO NOT leave the classroom or allow students to leave until you get the "All Clear" from a School Administrator.

## For a Shelter in Place (Air Quality):

This is when there poor air quality in our community.

- 1. Lock the classroom door when the "Shelter in Place" order is given.
- 2. Turn off all HVAC
- 3. Turn walkie on to channel 1
- 4. Shelter in Place and continue teaching.

# WAIT FOR INSTRUCTIONS FROM YOUR SCHOOL LEADER ABOUT TRANSITIONS AND BREAKS.

- 1. Have your students leave all items in the classroom.
- 2. Count your students.
- 3. Get your class roster (clipboard).
- 4. Get the evacuation map (clipboard).
- 5. Take first aid kit
- 6. Count your students before you leave the room.
- 7. Follow the evacuation path for your classroom.
  - $\checkmark$  Make sure students walk together in a line as a class. .
  - $\checkmark$  You should be at the last one out to assure that no one is left behind.

(NOTE: light should be off, and door will be open/closed depending on ER)

- 8. Once you get to the Assembly Area, have your class line up in a single file line in alphabetical order by last name in the assigned area.
- 9. Take roll to ensure that all of the students from your class are still with you.
- 10. If the primary Assembly Area where students line up is a parking lot:
  - ✓ Students should not be leaning on, sitting on or touching any parked cars.
- 11. If the primary Assembly Area where students line up is a field or playground area or park:
  - ✓ Students should assemble at least 10' from any structure, fencing or trees.
- 12. If the primary Assembly Area unavailable or we require more open space in an emergency then utilize the secondary Assembly Area:
  - $\checkmark$  Students should be walking silently in a single file.
- 13. If you need assistance or student(s) is (are) missing notify the Site Communications Team or the Office Manager.
- 14. Do not go back to your class until you have been given the "All Clear" signal from an administrator.
- 15. When you are walking back to class, be sure to follow the same route that you used exiting from the building.
  - a. Please walk your students into the building and dismiss them to their class period.
  - b. Students should wait directly outside of the door for you.
  - c. Take roll when your class returns to ensure that all students are back in class.
- 16. An "ALL CLEAR" signal will be announced when all students should be back in class.

# **EVACUATION PROCEDURE**

Evacuation route maps have been posted in each work area. The following information is marked on evacuation maps:

- Emergency Exits
- Primary & Secondary Evacuation Routes
- Location of Fire Extinguishers
- Fire Alarm Pull Stations Locations
- Assembly Points

### Primary On-Site Evacuation/Assembly Location

Organization + Location	Ace Empower Academy (South side of the Cesar Chavez campus on grass field)
Address	625 South Sunset Ave San Jose, CA 95116
Phone Number	(408)729-3920

### Secondary Off-Site Evacuation/Assembly Location

Organization +	Ace Empower Academy
Location	Cesar Chavez Black Top
Address	625 South Sunset Ave San Jose, CA 95116

These will be the primary evacuation areas for ACE Empower Academy. Students will exit the facility in an orderly manner and congregate according to their classes in the 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 Santee Elementary School field.

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

# **EVACUATION ROUTES**

# Appendix W

Injury and Illness Prevention Program

# ACE EMPOWER ACADEMY

Injury and Illness Prevention Program



September 2010

# Injury and Illness Prevention Program Contents

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#### I. Introduction and Purpose

It is the policy of ACE Empower Academy to maintain a safe and healthy work environment for each employee, and to comply with all applicable occupational health and safety regulations. The Injury and Illness Prevention Program (IIPP) is intended to establish a framework for identifying and correcting workplace hazards within the organization and individual departments, while addressing legal requirements for a formal, written IIPP.

#### **II. Responsibilities**

Greg Lippman, ACE Empower Academy's Executive Director (ED) has primary authority and responsibility to ensure implementation of the IIPP and to ensure the health and safety of staff and employees. This is accomplished by communicating ACE Empower Academy emphasis on health and safety, analyzing work procedures for hazard identification and correction, ensuring regular workplace inspections, providing health and safety training, and encouraging prompt employee reporting of health and safety concerns without fear of reprisal.

#### **Safety Committee**

The ACE Safety Committee has the ongoing responsibility to maintain and update this IIPP, to assess compliance with applicable regulations and policies, to evaluate reports of unsafe conditions, and to coordinate any necessary corrective actions. The Safety Committee should review the IIPP at least once a year and provide training for all employees.

The Safety Committee shall be comprised of members of the various departments, and management and include the following members:

Please refer to the School Site Safety Binder for the school-specific safety committees. Unsafe conditions that cannot be immediately corrected by an employee or his/her supervisor should be reported to the Safety Committee or Coordinator by filling out an IIPP form 1, "Report of Unsafe Condition or Hazard." Timely correction of workplace hazards will be tracked by the Safety Committee,



which will receive and review reports of unsafe conditions, workplace inspection reports, and injury reports. Specifically, the Safety Committee will:

- Review the results of periodic, scheduled workplace inspections to identify any needed safety procedures or programs and to track specific corrective actions.
- Review supervisors' investigations of accidents and injuries to ensure that all causes have been identified and corrected.
- Where appropriate, submit suggestions to department management for the prevention of future incidents.
- Review alleged hazardous conditions brought to the attention of anycommittee member, determine necessary corrective actions, and assign responsible parties and correction deadlines.
- When determined necessary by the Committee, the Committee may conduct its own investigation of accidents and/or alleged hazards to assist in establishing corrective actions.
- Submit recommendations to assist department management in the evaluation of employee safety suggestions.

The Safety Committee must meet on a quarterly basis and prepare and make available to all department personnel written minutes of issues discussed at the meetings. The Committee meeting minutes must be documented on IIPP Form 2, "Safety Committee Meeting Documentation". These minutes are available from the Safety Coordinator and must be maintained on file for at least one year.

#### **The Safety Coordinator**

The Safety Coordinator is the Principal. The Safety Coordinator has responsibility for:

- Ensuring that the Safety Committee is aware of all accidents which have occurred, and all hazards which have been observed since the last meeting.
- Working with First Apostolic Church and Cesar Chavez Elementary School (Landlords) to address facility-related safety concerns.
- ► Assisting in the coordination of required health and safety training
- ▶ Maintaining copies of Safety Committee minutes and other safety-related records.

#### **Safety Committee Members**

Safety Committee Members play a key role in the implementation of the IIPP. They are responsible for:

- Communicating to their departments and employees the emphasis on health and safety.
- ► Ensuring periodic, documented inspection of workspaces under their authority.
- ► Promptly correcting identified hazards.
- ► Modeling and enforcing safe and healthful work practices.
- ▶ Providing appropriate safety training and personal protective equipment.
- ► Implementing measures to eliminate or control workplace hazards.
- Stopping any work that poses an imminent hazard to either the employee or any other individual.
- Encouraging employees to report health and safety issues to the Safety Committee without fear of reprisal.

#### **All Employees**

It is the responsibility of all employees to comply with all applicable health and safety regulations, ACE Empower Academy policies, and established work practices. This includes but is not limited to the following:

- Observing health and safety-related signs, posters, warning signals, and directions.
- Reviewing the building emergency plan and assembly area.
- ► Learning about the potential hazards of assigned tasks and work areas.

- ► Taking part in appropriate health and safety training.
- ► Following all safe operating procedures and precautions.
- ► Using proper personal protective equipment.
- ▶ Warning coworkers about defective equipment and other hazards.
- Reporting unsafe conditions immediately to a supervisor, and stopping work if an imminent hazard is presented.
- ▶ Participating in workplace safety inspections.

#### **III. Identifying Workplace Hazards**

Regular, periodic workplace safety inspections must be conducted throughout the year. By law, the first of these inspections must take place when the IIPP is first adopted. The inspections should be noted on IIPP Form 3, "Safety Inspection Report" or other documentation, and copies of this document must be maintained by ACE Empower Academy for at least one year. These regular inspections will be supplemented with additional inspections whenever new substances, processes, procedures, or equipment are introduced into the workplace and represent a new occupational safety and health hazard or whenever supervisors are made aware of a new or previously unrecognized hazard.

Generally, supervisors are responsible for identification and correction of hazards that their employees face and should ensure that work areas they exercise control over are inspected at least quarterly.

Supervisors should check for safe work practices with each visit to the workplace and should provide immediate verbal feedback where hazards are observed.

The "Report of Unsafe Condition" Form 1, should be filled out when a referral is made to the Safety Committee as a result of a condition discovered during an inspection for which the responsible supervisor could not determine an immediate remedy. The "Report of Unsafe Condition" form can also be obtained from the Office Manager, filled out and returned to the Safety Committee. The report can be signed or submitted anonymously.

#### **IV. Communicating Workplace Hazards**

6

Supervisors are responsible for communicating with all workers about safety and health issues in a form readily understandable by all workers. All personnel are encouraged to communicate safety concerns to their supervisor without fear of reprisal. The Safety Committee is another resource for communication regarding health and safety issues for all employees. Employees will also be informed about safety matters by e-mail, distribution of written memoranda, or during staff meetings. Occasionally, the Safety Committee may also sponsor seminars or speakers or coordinate other means to communicate with employees regarding health and safety matters.

Supervisors are responsible for ensuring that employees are supplied access to hazard information pertinent to their work assignments. Information concerning the health and safety hazards of tasks performed by department staff is available from a number of sources. These sources include, but are not limited to, Material Safety Data Sheets (MSDS, see below) equipment operating manuals, the Safety Coordinator, container labels and work area postings.

#### **Material Safety Data Sheets**

Material Safety Data Sheets (MSDSs) provide information on the potential hazards of products or chemicals. Hard copies of MSDS for the chemicals used at ACE Empower Academy are available from the Office Manager. If an MSDS is found to be missing, a new one can be obtained by faxing a written request to the manufacturer. A copy of this request should be kept until the MSDS arrives.

#### **Equipment Operating Manuals**

All equipment is to be operated in accordance with the manufacturer's instructions, as specified in the equipment's operating manual. Copies of operating manuals should be kept with each piece of equipment in the department. Persons who are unfamiliar with the operation of a piece of equipment and its potential hazards must at least read the operating manual before using the equipment. Training should also be sought from an experienced operator of supervisor.

#### V. Correcting Workplace Hazards

Hazards discovered either as a result of a scheduled periodic inspection or during normal operations must be corrected by the supervisor in control of the work area, or by cooperation between the department in control of the work area and the supervisor of the employees working in that area.

Supervisors of affected employees are expected to correct unsafe conditions as quickly as possible after discovery or a hazard, based on the severity of the hazard.

Specific procedures that can be used to correct hazards include, but are not limited to, the following:

- Tagging unsafe equipment, "Do Not Use Until Repaired" and providing a list of alternatives for employees to use until the item is repaired.
- Stopping unsafe work practices and providing retraining on proper procedures before work resumes.
- Reinforcing and explaining the need for proper personal protective equipment and ensuring its availability.
- Barricading areas that have chemical spills or other hazards and reporting the hazardous conditions to a supervisor or the Safety Coordinator.

Supervisors should use the IIPP Form 3A "Hazard Correction Report" to document corrective actions, including projected and actual completion dates. If necessary, supervisors can seek assistance in developing appropriate corrective actions by submitting a "Report of Unsafe Condition" to the Safety Committee. If an imminent hazard exists, work in the area should cease, and the appropriate supervisor must be contacted immediately. If the hazard cannot be immediately corrected without endangering employees or property, all personnel need to be removed from the area except those qualified and necessary to correct the condition. These qualified individuals will be equipped with necessary safeguards before addressing the situation.

#### VI. Investigating Injuries and Illnesses

#### **Injury Reporting**

Employees who are injured at work must report the injury immediately to their supervisor. Other individuals in the workplace, who are not employees, who are injured or involved in an accident should report the incident to the Department Supervisor or the Safety Coordinator. In either case, if

immediate medical treatment beyond first aid is needed, call 911. The injured party will be taken to the appropriate hospital or medical center. If non-emergency medical treatment for work-related injuries or illnesses is needed, call the local hospitals/clinics as stipulated in ACE Empower Academy Workers Compensation Plan Coverage

The supervisor of the injured employee must work with the Office Manager to ensure that the "Employer's Report of Occupational Injury or Illness" and a "Workers' Compensation Claim Form" are completed properly and submitted to the Workers' Compensation Provider. If the injured employee saw a physician, the supervisor should obtain a medical release form before allowing the employee to return to work. The health care provider may stipulate work tasks that must be avoided, or work conditions that must be altered, before the employee resumes his or her full duties.

#### **Injury Investigation**

The employee's supervisor is responsible for performing an investigation to determine and correct the cause(s) of the incident. Specific procedures that can be used to investigate workplace accidents and hazardous substance exposures include the following:

- Interviewing injured personnel and witnesses.
- Examining the injured employee's workstation for causative factors.
- ▶ Reviewing established procedures to ensure they are adequate and well followed.
- Reviewing training records of all affected employees.
- Determining all contributing causes to the accident.
- Taking corrective actions to prevent the accident/exposure from reoccurring
- ▶ Recording all findings and actions taken.

The supervisor's findings and corrective action should be documented and presented to the Safety Committee using the IIPP Form 4, "Worker's Compensation Accident/Incident Report" and IIPP Form 4A "Worker's Compensation Accident/Incident Witness Report." If the supervisor is unable to determine the cause(s) and appropriate corrective actions, other resources should be sought. The Safety Committee will review each accident or injury report to ensure that the investigation was thorough and that all corrective actions are completed. Investigations and/or corrective actions that are found to be incomplete will be routed back to the supervisor for further follow-up, with specific recommendations noted by the committee. Corrective actions that are not implemented in a reasonable period of time will be brought to the attention of ACE Empower Academy ED.

#### VII. Employee Health and Safety Training

Employee safety training is provided at no cost to the employee and is conducted during the employee's normal working hours. Safety training may be presented by a knowledgeable supervisor, through online classes as recommended by the ED an Principal of ACE Empower Academy or by representatives from other agencies; for example, Cal OSHA, or independent consulting safety personnel. Regardless of the instructor, all safety training must be documented using the IIPP Form 5, "Safety Training Attendance Record" or an equivalent record that includes all the information required on IIPP Form 5. By law, the documentation must be retained by ACE Empower Academy for at least one year.

#### **Initial IIPP Training**

When the IIPP is first implemented, all personnel will be trained on the structure of the IIPP, including individual responsibilities under the program, and the availability of the written program. Training will also be provided on how to report unsafe conditions, how to access the Safety Committee, and where to obtain information on workplace safety and health issues.

Personnel hired after the initial training session will be oriented on this material as soon as possible by the Safety Coordinator or appropriate supervisor. These individual training sessions will be documented using IIPP Form 6, "New Employee Safety/Orientation Training Record," or the equivalent. This document must also be kept by ACE Empower Academy for at least one year.

#### **Training on Specific Hazards**

Supervisors are required to be trained on the hazards to which the employees under their immediate control may be exposed. This training aids a supervisor in understanding and enforcing proper protective measures.

All supervisors must ensure that the personnel they supervise receive appropriate training on the specific hazards of work they perform, and the proper precautions for protection against those hazards. Training is particularly important for new employees and whenever a new hazard is introduced into the workplace. Such hazards may include new equipment, hazardous materials, or procedures. Health and Safety training is also required when employees are given new job assignments on which they have not previously been trained and whenever a supervisor is made aware of a new or previously unrecognized hazard.

Specific topics that may be appropriate to ACE Empower Academy personnel include, but are not limited to, the following:

- ► Fire prevention techniques and fire extinguisher use.
- ▶ Obtaining emergency medical assistance and first aid.
- > Disaster preparedness and response, including building evacuation procedures
- ▶ Health and safety for computer users.
- Back care, body mechanics, and proper lifting techniques
- Hazard communication, including training on MSDS, chemical hazards and container labeling
- Proper housekeeping
- Chemical spill report procedures

#### **VIII. Ensuring Compliance**

All ACE Empower Academy personnel have the responsibility for complying with safe and healthful work practices, including applicable regulations and generally acceptable safety procedures. Overall performance in maintenance of a safe and healthful work environment should be recognized by the supervisor and noted in performance evaluations. Employees will not be discriminated against for work- related injuries, and injuries will not be included in performance evaluations, unless the injuries were a result of an unsafe act on the part of the employee.

Standard progressive disciplinary measures in accordance with the applicable personnel policy or labor contract will result when employees fail to comply with applicable regulations, workplace policy,

and/or departmental safety procedures. Staff members will be disciplined for unsafe practices in accordance with ACE Empower Academy safety policies. Temporary employees, visitors or volunteers not employed by ACE Empower Academy will be disciplined for unsafe practices and if unsafe practices continue, be removed from the workplace or any position of responsibility. All personnel will be given instruction and an opportunity to correct unsafe behavior. Repeated failure to comply or willful and intentional non- compliance may result in disciplinary measures up to and including termination.

#### **IX. Record Keeping**

Documents related to the IIPP are maintained in ACE Empower Academy IIPP file located in the school office. By law, certain documents related to the IIPP must be kept by the department for at least one year. These records include the following:

- Records of scheduled and periodic workplace inspections, including the persons conducting the inspection, any identified unsafe conditions or work practices, and corrective actions (IIPP Form 3 or equivalent)
- Employee safety training records, including the names of all attendees and instructors, the training date, and material covered (IIPP Forms 5 and 6 or equivalent)

The following documents related to the IIPP should be kept on file also:

- ▶ Reports of Unsafe Conditions or Hazards (IIPP Form 1)
- Safety Committee Meeting Documentation (IIPP Form 2)
- Hazard Correction Reports (IIPP Form 3, 3A)
- Accident, Injury or Illness Investigation Reports (IIPP Form 4)



# **IIPP Form 1: Report of Unsafe Condition or Hazard Form**

Date:

Description of Unsafe Condition or Hazard. (Use additional page if needed.)

Location of Unsafe Condition and Hazard:

Have you previously reported the unsafe condition to______staff's attention? Who did you speak with? When?

Report filed (date):

Your Name (optional). You can file this report anonymously:

For Safety Committee:

Action taken:

# **IIPP Form 2: Safety Committee Meeting Documentation**

Date of Meeting:

Time:

Committee Members Present (List):

Committee Members Absent (List):

Visitors (List):

**Previous Business** 

Accidents (Dates, Names, Descriptions):

New Business:

Other Notes:

# **IIPP Form 3: Safety Inspection Report**

_____

Inspection Conducted by:

Date:

Dept:

Location:

YES	NO	I SAFETY PRACTICES
		a. Are employees wearing the required safety equipment?
		b. Are employees using adequate foot wear and clothing?
		c. Are employees following safety rules and procedures?
		d. Are food or drinks present in workareas?
		Comments

YES	NO	II HOUSEKEEPING
		a. Are floors kept clean?
		b. Are floors slippery?
		c. Are working tables kept neat and clean?
		d. Are hazardous materials present?
		e. Are hazardous materials being properly stored and labeled?
		f. Is equipment and material neatly and safely kept and stored?
		g. Is hazardous waste being properly disposed and labeled?
		h. Are there adequate trash cans?
		Comments

YES	NO	ш	FIRE SAFETY
		a.	Are fire extinguishers accessible, serviced and tagged?
		b.	Are fire alarms available and in working order?
		c.	Are exit doors accessible and properly marked?
		d.	Are flammable materials properly stored and labeled?
		e.	Is flammable waste and rubbish being properly disposed?
		f.	Are overhead fans clean?
		g.	Are electrical wiring, connections, boxes and controls in good condition?
		h.	Are fire doors free of obstructions?

YES	NO	III FIRE SAFETY
		Comments

YES	NO	IV MACHINERY & EQUIPMENT
		a. Are moving parts of machines and equipment properly guarded?
		b. Are points of operation properly guarded?
		c. Are safety controls and devices operating properly?
		d. Are dust collection and vacuum devices installed and in good working order?
		e. Are cylinders secured and properly stored?
		f. Are forklifts in good working order?
		Comments

YES	NO	V LADDER SAFETY	
		a. Are employees trained in proper use and operation of ladders?	
		b. Straight and extension ladders extend at least three (3) feet above the elevated surface and securely tied off to prevent slipping or tipping over?	
		c. Are straight and extension ladders equipped with non-slip safety feet?	
		d. Are ladders placed on firm, level surface?	
		e. Are step ladders used as single straight ladders?	
		f. Are ladder rungs and steps free of mud, grease and oil?	
		g. Are ladders free from defects (broken, missing rungs, steps, cleats, or broken side rails)?	
		h. Are metal ladders legibly marked with signs cautioning against using them around electrical power sources?	
		Comments	

YES	NO	VI	GENERAL CONDITION
		a.	Is there adequate ventilation?
		b.	Is dust control adequate?
		c.	Are hand tools properly maintained and in good condition?
		d.	Are floors in good condition?
		e.	Are storage racks in good condition and earthquake safe?
		f.	Are employees aware of safety rules and procedures?

		g. Is non-smoking policy being enforced?
		h. Are bathrooms clean and in good working order?
YES	NO	VI GENERAL CONDITION
		i. Are required safety signs properly displayed?
		j. Is first aid cabinet properly stocked?
		k. Is emergency lighting available and in good working order?
		I. Does Supervisor have a working flashlight?
		m. Are aisles properly marked and free of obstructions?
		Comments

General Comments and Recommendations:

Signature

# IIPP Form 3A: Workers' Compensation Hazard Correction Report

This page corresponds with IIPP Form 3. Respond by number to those items that had a "no" answer.

Item Number from Form 3	Comments or Corrective Action Planned	Projected Completion Date	Actual Completion Date

# IIPP Form 4A: Workers' Compensation Accident/Incident Report

Today's date: Name of Preparer: (printed):
This is an 🗌 accident 🗌 incident 🔲 other (specify):
Name(s) of employee(s):
How was the incident brought to your attention?
Witnesses present during accident/incident:
Person reporting the incident:
Date and time (A.M. / P.M.) of accident/incident:
Location of accident/incident:
Description of the accident/incident as reported/witnessed:
Were there visible injuries? If yes, please list:
How were the injuries treated?
Who treated the Injuries:
Who else was notified? (include date and time):
Who else was notified? (include date and time). Was the insurance company notified? Who? When?
Other aspects or details:
Signature, Position:

# IIPP Form 4B: Accident/Incident Witness Report

As a witness to a reported accident or incident, what you heard and witnessed is important. Please state in your own words only what you saw and heard regarding the accident/incident.

Are you aware of any others who may have been a witness or have information regarding this	_	
incident/accident?	□ _{Yes}	No No
If Yes, please list their names:		
Name (printed) :		
Signature:		
Position held (if any):		
Date:		
Dute.		

# **IIPP Form 5: Safety Training Attendance Record**

Date: Topics of discussion: Emergency Preparedness IIPP Office Safety Safety Plans Signage (exit) Workplace Safety Other (describe): Attendance list: Training given by:

# **IIPP Form 6: New Employee Safety Orientation/Training Record**

Employee:

Π

Supervisor/Trainer:

The following is an outline only. There may be other areas that you feel should be covered. Cover them, document them on this form, and report them to the Safety Committee Member in your area. Return this checklist to the HR / Personnel Office upon completion.

#### 1. Clothing and Dress

- **Footwear**—Discuss safety rules in detail. Show employee some examples of acceptable shoes. Look at his. Discuss enforcement of rule.
- Personal clothing—Discuss danger of being poorly clothed for position. Discuss jewelry, loose fitting clothes, shorts or other clothing that is inappropriate for the job. Talk of hair length around equipment.
- Safety articles—Issue glasses, ear protectors, respirators and protective clothing where applicable. Give instructions for use and cleaning. Discuss enforcement of rule.

#### 2. Material Handling

- Lifting in general—Discuss some common sense tips for lifting safety, such as the following:
  - a. Take a realistic look at an object you've never lifted before. Can you safely lift it? How?
  - b. See if there's a label to tell you how heavy it is or how to lift it. (Give some examples where available.)
  - c. See how others are handling the object.
  - d. Give it a test tug or lift before trying to fully lift and/or carryit.
  - e. Don't be a hero! Use material handling equipment or ask for help where necessary.

Lifting techniques—Physically demonstrate to the employee the correct way to lift, push, pull, or move every item the employee will handle that is different enough to be covered separately. Use the "watch-me; now-you-do-it" approach and reinforce the principles of the following:

- a. Foot position—Place feet as far apart as shoulders for balance and get as close as possible to the object rather than stretching.
- b. Back position—Keep your back fairly straight, bend the knees, and squat to pick up the object. Do not bend over to reach it.
- c. Chin position—Concentrate on keeping your chin tucked in close to your chest. It helps to keep your spine straight and stops you from reaching out away from your body.
- d. Palm position—Whenever possible, use the entire hand and palm to grip the object rather than merely the fingers.
- e. Body position—Stay squarely above your feet when lifting. Don't lean left, right or to the front or rear.
- f. Arm position—keep your arms tucked in as close as possible to your body and to the object being lifted.
- Special handling—Go over items that are sharp, fragile, caustic, slippery, etc., or that may provide other special lifting, moving, or handling problems. Identify which items must be handled with gloves or other protective devices.
- Material storage—Show where materials, pallets, etc., may and may not be placed or stored. Respect yellow lines. Do not encroach into aisles, workstations, or doorways.

#### 3. Physical Survey

- Equipment—Take a walk showing new employees where the fire extinguishers, alarms, hoses, and any other fire fighting equipment are stored and how and when it is to be used. Stress to them that they are not to block, cover, or tamper with any of the equipment.
- Emergency exit—Show the employee where all emergency exists are for each area and when they are to be used and what to do once outside.
- Smoking—Physically show the employee where the smoking and no-smoking areas are and how cigarette butts are to be handled.
- Flammables—Physically identify and show employees all flammable materials they could possibly be handling, how to handle them, where they are stored, and how they are to be disposed. Include handling of rags.
- Building cleanliness—Show how scrap and trash are handled and where trash and scrap containers are kept. Go over employee's housekeeping responsibilities in detail.

#### 4. Hazardous Substances/Materials

Introduce the employee to all hazardous materials and/or substances and demonstrate how and how not to handle, use, and store each. Test each employee.

#### 5. Equipment

Go through, in detail, the proper handling and complete operation of every piece of equipment the employee might reasonably be expected to use. After you have demonstrated its use, make sure the employee can perform all operations safely and properly.

Document each piece of equipment below. Include things such as knives, ladders, forklifts, hand tools, power tools, and mounted equipment.

**Equipment Covered:** 

•
•
•
•
•

#### 6. Accidents And Unsafe Conditions

Stress accident prevention and reporting, and go over in detail what steps are to be taken by whom in case of an accident. Show them the form(s) used by the supervisor and by the employee. Discuss reporting of suspected unsafe workplace conditions or practices.

#### 7. <u>Review Safety Rules</u>

While walking around the work area to show and demonstrate each of the items outlined, go over each of the individual safety rules that the above outline does not cover. Stress that you enforce the safety rules diligently and strictly.

All of the Training/Orientation represented in this outline was completed on the following date:

Signature of Trainee

Date

# Appendix X

# Site Map with Planned Multi-Use Room

