ACE Charter School
Application for Charter Renewal

Presented to:

Santa Clara County Board of Education

Superintendent Charles Weis, Ph.D.

September 22, 2010

Submitted by:

Greg Lippman
Executive Director

ACE Charter Schools

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Strengthening Communities One School at a Time

September 22, 2010

Santa Clara County Board of Education
Superintendent Charles Weis, Ph.D.
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304

Dear Santa Clara County Board of Education and Dr. Weis,

ACE Charter School is pleased to submit this application for the renewal of its charter, and to share the progress it has made since the school opened a little over two years ago.

ACE, located in the Mayfair neighborhood of East San Jose, is a middle school focused on serving students who enter 5th and 6th grade scoring Far Below Basic or Below Basic on the California Standards Test (CST). ACE's entire school program is designed to work closely with families to propel these previously underachieving students to grade-level proficiency by the time they finish 8th grade. ACE provides the intensive curriculum, extra attention and time, strong school culture, and deep connection with the surrounding community that the school's students need to reach academic proficiency and be truly ready for the college track in high school and beyond.

While much of the East Side of San Jose underperforms academically (less than 8% of the Latino students who enter high school in East San Jose go on to receive a four-year college degree), the Mayfair area, where ACE is located, stands out as one of the poorest and academically lowest-performing in all of Santa Clara County. The neighborhood elementary school (Cesar Chavez Elementary) was named in 2010 as one of the 175 "persistently lowest-achieving" schools in the state, the only district school in Santa Clara County to be so designated. Despite significant investments from the City of San Jose and a broad array of non-profit community-based organizations, the Mayfair continues to be an area which is afflicted by poverty and gang violence.

ACE's first year (2008-09) involved its share of challenges: some initial staff turnover, a change of site several weeks before the opening of school, and student achievement results that were well below expectations. However, in its second year, ACE was able to get back on track by making a one-year jump on the Academic Performance Index (API) of 127 points, the largest jump in Santa Clara County and the second-largest year-to-year jump in the entire state in 2010 for schools of over 99 students.

This student performance was matched by increased organizational stability as well: nine of 11 teachers returned from the second year to the current (third) year, and the entire leadership team and Board of Directors remained as well. This leadership team and Board of Directors has helped the school weather the difficulties and complexities of the startup phase and achieve stability and consistent improvement on every level. Key leaders include Board President Susan Hammer, former mayor of San Jose and Principal Vanessa Sifuentes, previously an administrator at highly-successful charter schools in Oakland. Ms. Sifuentes is surrounded by a very strong team of teachers, with a balance of very experienced urban educators who are joined by teachers newer to the profession who come to ACE from Teach for America as well as local schools of teacher education.

ACE Mission: Low-Performers Become High-Performers
The mission of ACE Charter School, where over 90% of students qualify for Free/Reduced Lunch and approximately 75% of students are English Learners, is to provide the lowest-achieving students in East San Jose with an academic program tailored and personalized to their needs and gets them to Proficiency on the California Standards Test in English-Language Arts and Algebra by the 8th grade.

The improvement in ACE's API in 2010 was driven by the exceptional performance of ACE's target students, students who had previously scored in the Far Below Basic or Below Basic range on the CST. The students who had scored Far Below Basic in 2009 showed phenomenal growth, with 89% of those students jumping at least one performance level in English-Language Arts and 95% of those students jumping at least one performance level in Math on the 2010 test. Overall, the numbers of Far Below Basic and Below Basic schoolwide dropped considerably, as is reflected in the following table:

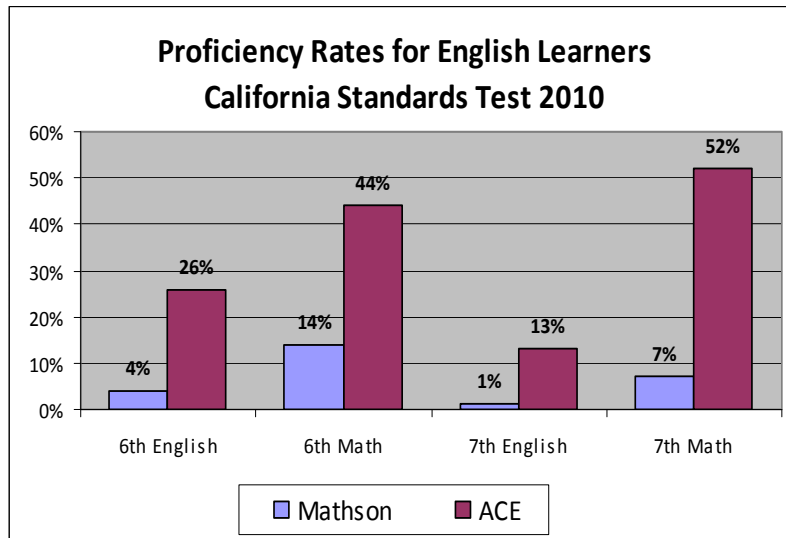*ACE Far Below Basic and Below Basic Combined (2010 STAR)*

	2009	**2010**
English-Language Arts	44%	20%
Math	42%	15%

This drop is especially noteworthy when compared with the performance of students in ACE's home district of Alum Rock, where the percentage of students scoring Far Below Basic and Below Basic is essentially static throughout middle school:

ARUSD Far Below Basic and Below Basic Combined (2010 STAR)

	6th grade	**7th grade**	**8th grade**
English-Language Arts	26%	25%	27%
Math	32%	29%	39%

The distinction between the performance of ACE students and students served in traditional district schools is even more acute if a comparison is made between ACE and the neighboring district middle school, Mathson Middle School, which is the primary destination for middle school students who live in the Mayfair. The chart at right compares proficiency rates in 2010 in English-Language Arts and Math for ACE's English Learners (the students who are most academically at-risk) with those at Mathson Middle School. In 2010, English Learners at ACE vastly out-performed their neighbor-hood peers, with especially strong performances on the Math CST. For English Learners, who make up the vast majority of ACE students and who very often need additional time and personalization, the ACE model is working particularly well.

Proficiency Rates for English Learners California Standards Test 2010

Organizational Milestones

Enrollment: As of the submission of this charter renewal application, ACE's enrollment is at 104% of the school's target, with a significant waitlist. The work of ACE staff, families, and the school's expansive, supportive community network has created an environment where families of students who are unsuccessful in traditional schools understand and are taking advantage of the fact that there is another academic option in their neighborhood.

Fundraising: The ACE model is structured so that when the school reaches its enrollment target of 465 in 2013, it will be self-sustaining on state and federal per-pupil funding, and will not require additional fundraising. However, the school must fundraise in each year leading up to 2013, and the school has had a strong track record of garnering the necessary funds to support its academic program. For the current fiscal year, ACE has a fundraising target of $350,000, of which 40% has already been raised. The historical context of fundraising at ACE is as follows: ACE raised approximately $475,000 in 2008-09, and $380,000 in 2009-10.

Facility: ACE has made some significant strides toward building a permanent campus in the neighborhood it serves. ACE has secured a long-term 1.75-acre ground lease from the Alum Rock Union School District on a parcel directly adjacent to ACE's current site; the school is currently working to secure financing for a school building there that is slated to open in August, 2012.

The ACE difference: High Expectations, Personalized Instruction, Extra Time and Support
The goal for each ACE student is to reach grade-level proficiency on the California Standards Test (CST) in English and Math by the time they finish 8th grade. The key elements of the school program designed to make that goal a reality include:

- Standards-based core curriculum tailored to needs, challenges of ACE target student
- Extended 8:15 a.m.-5:00 p.m. school day with extra time for personalized instruction (provided by both teacher and computer-based curriculum), small-group tutoring, and courses in Science, Art and PE
- Specialized courses in Reading and Math which help students master missing K-3 standards
- High-impact data systems to regularly assess student progress and refine instruction
- Seven weeks per year of teacher training around teaching best practices, especially for English Learners and differentiation
- School culture centered around high expectations for behavior, public rewards for incremental progress, and a commitment to families that includes all staff participating in home visits

Another key element of the ACE model which drives student success and family buy-in is the "OQAY (One Quintile A Year)" growth model. The OQAY growth model defines the ACE target student's trajectory toward 8th grade proficiency. If a student is making yearly OQAY growth, then every year a student's performance on the CST improves one quintile (i.e. from Far Below Basic to Below Basic, from Below Basic to Basic, or from Basic to Proficient/Advanced). Students at ACE are expected to make OQAY growth until they reach the Proficient quintile, which means they have reached expected grade-level proficiency.

It is worth noting here that a student who makes OQAY growth is making a very significant year-to-year jump. For example, if a student who had scored Below Basic in Math as a 5th grade makes a year's worth of progress in 6th grade, she will mostly likely score Below Basic again. The students who make OQAY growth, and make the jump, for example, from Far Below Basic to Below Basic, are making significantly more than a year's progress over the course of one school year. The following table shows how many of ACE's previously

lowest-performing students (those who entered the 2009-10 school scoring at Far Below Basic or Below Basic) are making this impressive leap:

	OQAY Growth on 2010 CST	
Entering Student Subgroups	*English-Language Arts*	*Math*
Far Below Basic on 2009 CST	89%	95%
Below Basic on 2009 CST	60%	70%

For a school like ACE, which explicitly and energetically recruits some of the lowest-performing students in one of the most underserved areas in the county, it is crucial that the families and students who come to the school have a clear and measurable goal that they can commit to fully which is both ambitious and achievable. By laying out a clear path to eventual 8th grade proficiency, and by celebrating students' incremental progress toward that goal, ACE is able to help students and families who have lost hope to regain their optimism and begin to think realistically about their high school and college future.

The vast majority of ACE's previously low-performing students are now on track to reach the school's goal of 8th grade proficiency in English-Language Arts and Algebra, and to close the achievement gap between low-income students of color and their more affluent White and Asian counterparts in San Jose.

All of us at ACE would like to express our gratitude to the leadership and staff of the Santa Clara County Office of Education for making the school possible, and for providing critical support and feedback during our first stages of growth. We look forward to the opportunity to continue to work closely with our authorizer. We hope to continue to capitalize on the expertise and optimism at the Santa Clara County Office of Education that have been such an important factor in whatever success we have so far achieved..

Sincerely,

Greg Lippman
Executive Director
ACE Charter School

Table of Contents

ACE Charter School
Overview of Modifications in Charter Renewal Documentation

Throughout the entire document, numbers and particular specifics have been updated to comport with ACE's current situation (e.g. enrollment, demographics, particulars of the daily schedule, etc.)

I. Modifications to Charter Petition

Modification	Page #	Notes
Increased capacity to 475	5	With opportunity for permanent site, ACE now has greater capacity. ACE has also had to increase class size slightly in response to declining state revenue.
Literacy Coordinator is now Academic Dean	12	The Literacy Coordinator referred to in the first charter has now become an Academic Dean; as the academic program has grown, the responsibility has grown concomitantly to become a full administrative position.
New Board Members	16	New ACE Board Members have been added to the list.
Clarification of responsibility of ACE Board of Directors	17	The responsibilities of the ACE BOD have been clarified to include explicit oversight of the work of the Executive Director.
Recruitment/Enrollment timeline revised	26	ACE and the SCCOE agreed to a material revision to ACE's charter regarding the enrollment timeline which is reflected here.
Audit Committee becomes Finance Committee	28	The ACE BOD decided to create a Finance Committee which has taken on the responsibilities of the Audit Committee.
Pupil Suspension and Expulsion section updated	30	The Suspension and Expulsion section has been modified to reflect current law.

II. Modifications to Attachments 3-9

Attachment 3

All of the additions listed below were not included in the initial submission of the charter petition because at that time ACE had either not yet completed its process (i.e. selection of a charter school audit firm) or the data was not then available (i.e. fundraising track record).

Modification	Page #	Notes
Selection of auditor	2	ACE chose the firm of Vicenti, Lloyd and Stutzman for its initial audit and has remained with the firm since that time.
New ACE Board members	3	
Fundraising amounts	4	

Attachment 4

Modification	Page #	Notes
T3 (Tutors, Technology, Teachers) Program	9	The T3 program is the umbrella for all of ACE's remediation and enrichment in the extended day. This program greatly expands both the remediation options for struggling students as well as provides enrichment opportunities for students at all performance levels.
Math-Science Core split; now Math has extended block, while Science is taught separately	14	The impetus for this change was a recognition that ACE students needed more time in Math to be able to achieve the balance of intensive Numeracy work and higher-order conceptual thinking necessary for an effective Math curriculum. Students now actually receive more Science content than they did in the Math-Science core, and in a context more amenable to the hands-on, inquiry model that best fits the needs of the ACE student.
Instructional Materials	22	Instructional Materials chart now reflects current practice.

NWEA Assessment	40	ACE has opted to use the NWEA computer-based adaptive assessment. This replaces the DORA and DOMA on-line assessments referred to in the initial charter petition. After a careful comparative analysis, ACE decided that the NWEA assessment was both more reliable and provided more usable feedback for schoolwide and student-by-student analysis.

Attachment 5

Modification	Page #	Notes
Deletion of references to planned collaboration with Alum Rock Union School District		In the original charter petition, ACE indicated that it hoped to work closely with the school district in order to better identify and recruit its target student. While ACE has continued to request Alum Rock's collaboration in this regard, these requests have been to date denied.
Enrollment timeline	5	The enrollment timeline has been revised to match the material revision to the charter.
Revised enrollment projections	6	

Attachment 6
All of the modifications in Attachment 6 are revisions made to ensure that the document's language comports with current law.

Attachment 7

Modification	Page #	Notes
Project GLAD	2	ACE now uses Project GLAD (Guided Language Acquisition Model) instead of the CALLA program referenced in the initial charter. The founding Principal, Vanessa Sifuentes, has a great deal of experience and success using the GLAD model, and under her leadership, ACE made the switch.

Attachment 8

Modification	Page #	Notes
Increased role for ACE staff		Throughout the SELPA agreement, there is language which indicates the increasing role that ACE staff is taking in providing services to ACE students with IEPs.

Attachment 9

All of the additions listed below were not included in the initial submission of the charter petition because at that time ACE had not yet secured a temporary site.

Modification	Page #	Notes
Address and phone number for the school	2	
Seismic safety	2	Language has been added to clarify the school's procedures regarding seismic safety.
Plan for natural disasters and emergencies	3	Language has been added to describe the school's disaster and emergency plans and processes.
Maintenance plan	4	Language has been added to describe the school's maintenance plans and processes.
Long-term facilities plan	5	While ACE is still in a temporary site, a description of the status of ACE's efforts to build a permanent campus for the school is added.

ACE Charter School Charter

ACE Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- Shall be deemed the exclusive public school employer of the employees of the ACE Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Shall admit all students who wish to attend the ACE Charter School. 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. However, if the number of students who wish to attend the Charter School exceeds the 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 currently attending the charter school and students who reside in the district (except as provided for in section 47614.5) and as approved within this charter in accordance with 47605(d)(2)(B) and 47605.3. [Ref. Education Code Section 47605(d)(2)(A)-(B)]

- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability or any other characteristic listed in Education Code Section 220. [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 teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- Shall at all times maintain all necessary and appropriate insurance coverage.

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

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)

- Will follow any and all other federal, state, and local laws and regulations that apply to the ACE Charter School including but not limited to:

  - The ACE Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

  - The ACE Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

  - The ACE Charter School shall comply with any jurisdictional limitations to locations of its facilities.

  - The ACE Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.

  - The ACE Charter School shall comply with all applicable portions of the No Child Left Behind Act.

  - The ACE Charter School shall comply with the Public Records Act.

  - The ACE Charter School shall comply with the Family Educational Rights and Privacy Act.

  - The ACE Charter School shall meet or exceed the legally required minimum of school days.

_____ _____

Signed,   Date
Greg Lippman
Executive Director, ACE Charter School

"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."
- California Education Code Section 47605(b)(5)(A)

MISSION

The ACE Charter School's mission is to help low-achieving students change their academic trajectory away from failure and accelerate them toward proficiency as a stepping stone to college. The ACE Charter School 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 proficient in English-Language Arts and Math as measured by the California Standards Test ("CST") portion of the state STAR program, and will possess the skills, knowledge, and work ethic to thrive in a rigorous college-prep high school curriculum.

EDUCATIONAL PHILOSOPHY

The educational philosophy of the ACE Charter School 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 the ACE Charter School design:

- Having **high expectations** for all students
- **Analyzing student data** to track progress, identify student needs and improve instruction
- Providing a **rich curriculum** that is aligned to state standards
- Using **purposeful professional** development to improve teachers' skills.

In addition to these four pillars of school design, the ACE Charter School philosophy adds two key elements which are aimed directly at best serving low-achieving students:

- Creating a **school culture that honors effort and resilience** and consistently focuses on college success as a goal for all students
- Bridging the gap between school and parents by **working closely with families to support student learning**

The entire ACE Charter School program is built around these six elements. The philosophy of the ACE Charter School is based on a fundamental belief that, if these elements are implemented effectively and relentlessly, then students who have fallen far behind their peers can and do achieve academic excellence.

WHOM THE CHARTER SCHOOL IS ATTEMPTING TO EDUCATE

ACE Charter School is a small college-prep 5th-8th grade middle school serving all students who wish to attend subject only to capacity. The school will reach capacity in the 2013-14 with approximately 465 students (capacity 475) primarily ranging in age from 11-14. The ACE Charter School focuses on students in the Alum Rock Union School District. In addition, the ACE Charter School actively recruits and focuses its educational program on a student population which is performing significantly below grade level in English-Language Arts and/or Math. The school defines "significantly below grade level" as students whose scores on the English-Language Arts and/or Math CSTs are in the Below Basic or Far Below Basic range.

AN EDUCATED PERSON IN THE 21ST CENTURY

ACE Charter School 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 California 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

The ACE Charter School academic program is built to effectively implement the six elements of the school's educational philosophy. The following section details how ACE Charter School creates a learning environment where the work of all stakeholders is directed at ensuring these six elements are implemented to best support the low-achieving student that the school is designed to serve.

1. Having high expectations for all students

The goal that unifies the ACE Charter School community is that by the time they enter high school, all students will be proficient in Reading and Math. This attainment of grade-level proficiency is the first step toward success in college-prep courses in high school and then in college itself.

2. Analyzing student data to track progress, identify student needs and improve instruction

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

3. Providing a rich curriculum that is aligned to state standards

ACE Charter School curricula and instruction are designed to best support students who have fallen behind by 5th or 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 which have shown greatest success in helping low-achieving students reach academic proficiency.

4. Using purposeful professional development to improve teachers' skills

The professional development program at ACE Charter School is specifically designed to support the school's intensive focus on literacy and math skills, as well as helping students develop the personal values and habits of work and mind they need to succeed in school.

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

A crucial piece of the ACE Charter School educational model is the development of a school culture that is tailored specifically to the needs of the school's target students. At ACE Charter School, the word we use to sum up the qualities necessary for success is *Ganas*, a Spanish word which can be translated as desire, will, or effort. All members of the community—students, staff, and families—are expected to show *Ganas* in their daily work and interactions with each other.

6. Bridging the gap between school and home by working closely with families to support student learning

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

INSTRUCTIONAL PROGRAM

The ACE Charter School was born out of the efforts of the parent and community leaders of the grassroots community organization PACT (People Acting in Community Together). Under the direction of PACT community and education leaders, these parent and community leaders have been working with the Alum Rock School District since 2000 around the design and creation of new small schools, including the ACE Charter School.

The academic program at ACE Charter School is a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for 5th-8th grade with the explicit purpose of helping all students reach grade-level proficiency by the end of 8th grade. The school model pulls together curricular and instructional practices proven most effective with predominantly low-income, English Learner students of color who are struggling academically. All teaching and learning is directed toward student mastery of the California State Standards, as well as key college-prep skills, learning strategies and work habits crucial for long-term academic success.

Students will move through an age-appropriate curriculum for English-Language Arts, Math, History-Social Studies, Science, and Visual/Performing Arts at each grade level.. The extended daily and yearly schedule will allow for additional academic programming and culture-building, personalized support systems, and activities to help students develop the personal skills and resilience they will need for college success.

At ACE Charter School, students accelerate toward proficiency as a result of the school's two-pronged curriculum: 1) a rich, inclusive core curriculum directed at mastering grade-level standards, and 2) separate intervention courses and additional remediation and tutoring during the extended school day, Saturday school, and the summer program. The grade-level core courses (Humanities, Math, and Science), 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.

At the same time as students are participating in these grade-level core courses, those students who are performing below grade-level in reading and mathematics participate in intervention coursework designed to bring them up to proficiency. Intervention courses are homogeneously

grouped, based on ability. Students remain enrolled in reading and math intervention until they are ready to participate in grade-level appropriate curricula without the support of the separate intervention courses.

Parents will be informed annually of the comparability of courses to other middle school courses in the Alum Rock School District and other neighboring school districts to the extent this information is available to ACE Charter School.

ENGLISH LANGUAGE LEARNERS
Over the first three years of the school's existence, approximately 75% of the students who enter ACE are English Learners (ELs). The particular needs of these students necessitate 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 have proven to be successful at providing EL students access to rigorous content and instruction while simultaneously building English language proficiency. In addition, the school will place significant emphasis on bridging the school-home gap with families whose first language is not English.

To ensure that the needs of ELs are met, English Language Development (ELD) standards are integrated into each course and teachers employ instructional strategies in their classrooms that have proven successful at enabling learning for ELs. For students who exhibit the need for additional support, classroom-based interventions are implemented, along with supplementary instruction provided by teachers and trained tutors, and on-line curricula. ACE Charter School's small size and small class size enables greater personalization of instruction and improved identification of special needs, allowing for quick, precise intervention.

SPECIAL EDUCATION STUDENTS AND STUDENTS WITH DISABILITIES
The ACE Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA").

The Charter School agrees to adhere to the policies, procedures and requirements of the applicable Local Plan for Special Education in which the Charter School operates for special education purpose as either a public school of the granting agency or an LEA.

The ACE Charter School shall commit to ongoing dialogue, training, and substantial efforts to understand and implement State and Federal law and authorizer and applicable SELPA policy and practice to develop and implement an appropriate special education program under the management and oversight of the authorizer.

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

Attachment 8 provides more specific information as relates to the service and funding relationship between the Santa Clara County Office of Education and ACE Charter School as relates to serving students with disabilities enrolled in ACE Charter School.

II. MEASURABLE STUDENT OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program."
- California Education Code Section 47605(b)(5)(B)

Schoolwide Outcomes
ACE Charter School 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.

The following table is a summary of the measurable schoolwide outcomes that will provide key data about the efficacy of the academic program of ACE Charter School as a whole. This data is used to drive decisions about overall program development, as well as informing on-going curriculum modifications and allocation of resources.

Measurable Outcomes	Assessment Tools
ACE Charter School students will demonstrate mastery of grade-level standards at the Proficient or better level by the time they leave 8th grade in English-Language Arts and Math.	CST scores
ACE Charter School will meet Academic Performance Index (API) growth targets as a whole school and in all reportable sub-groups	API reports
ACE Charter School will meet Adequate Yearly Progress (AYP) targets	AYP reports

III. METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

"The method by which pupil progress in meeting those pupil outcomes is to be measured."
  - California Education Code Section 47605(b)(5)(C)

ACE Charter School will participate fully in the California Standardized Testing and Reporting system (STAR), which includes the California Standards Tests (CSTs). The results of these tests will be the primary driver of ongoing curriculum and school program development.

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

At ACE Charter School the most important measurable student outcome is for all students to achieve grade-level proficiency in the English-Language Arts and Mathematics California Standards Tests by the time they enter high school. This means that they demonstrate mastery of grade-level standards at the Proficient or better level by the time they leave the 8th grade.

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

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

The ACE Charter School has a school-based computer information system (PowerSchool and Excel spreadsheets) which facilitates the collection and sharing of data as appropriate and legal.

Data Collection, Dissemination and Analysis

The following is a table which highlights how data is collected, disseminated and analyzed at ACE Charter School.

Data source	Collection, Dissemination and Analysis	Person responsible
CST/API data	CST data is collected and disaggregated by grade level and other important subgroups. Led by the Principal and Academic Dean, teachers use CST data to guide curriculum and assessment design and provide target areas for schoolwide, group, and individual student intervention and remediation. API scores are used by the Principal and Academic Dean to gauge whole-school and sub-group performance, and guide curriculum and other school program initiatives.	Principal, Academic Dean
CELDT data	The Academic Dean oversees the administration of the CELDT test, collects and disseminates CELDT scores to teachers and works with teachers to ensure that curriculum and instruction address EL student needs, and that appropriate differentiation and interventions are provided in regular classroom and during intervention times.	Academic Dean
Diagnostic assessments	Teachers administer diagnostic tests regularly over the course of the year and use student achievement data from these tests to signal schoolwide and individual student areas of weakness and strength. 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 design and implement regular standards-based formative assessments to track student progress toward mastery. The Principal and Academic Dean coach teachers on the design and implementation of these formative assessments and collaborate with teachers to assess the results of these assessments and use them to shape on-going curriculum and instructional development.	Principal, Academic Dean, Teachers

School-based summative assessments	Under the direct guidance of the Principal and Academic Dean, teachers design summative assessments to gauge student mastery of state standards. The results of these assessments are collected in standards-based report cards for all students. The results of these assessments drive schoolwide program design, intervention and remediation delivery, as well as student promotion decisions.	Principal, Academic Dean
Attendance and Discipline data	The Principal will collect and assess attendance and discipline data, and share the data with staff and families as necessary. The Principal uses this data to guide schoolwide program design to ensure high attendance levels and a safe learning environment.	Principal

Use of Multiple Measures of Assessment

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

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

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

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

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

Legal Status
ACE Charter School shall be operated as a California non-profit public benefit corporation formed and organized pursuant to California Nonprofit Public Benefit Corporation Law. ACE Charter School is governed by the ACE Charter School Board of Directors pursuant to its corporate bylaws adopted, which shall be consistent with this charter.

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

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

At least one director position is reserved for a parent of a student attending the ACE Charter School. With the exception of the potential County Board 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 Charter School Board of Directors.

The Board's current composition includes:

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

Tamara Alvarado, **Vice President**
Director of Multicultural Leadership, 1st Act Silicon Valley
tecomami@yahoo.com

Gary Rummelhoff, **Treasurer**
Chief Financial Officer, United Way of Silicon Valley
rummelhoff@yahoo.com

Jonathan D. Hicks, **Secretary**
Attorney, Hoge Fenton Jones & Appel
jdh@hogefenton.com

Elizabeth Alvarez, **Community Leader**
elizart@comcast.net

John Danner, **CEO, Rocketship Education**
john@rsed.org

Mary Dominguez, **ACE Charter Parent**
marydmngz@yahoo.com

Beth Gonzales, **Teacher, Eastside Union School District**
bethpact@yahoo.com

Manou Mobedshahi, **President, Mobedshahi Hotel Group**
mobedshahi@gmail.com

Dr. Linda Murray, **Superintendent-in-Residence, Education Trust-West**
ltmurray@aol.com

Dr. Andrea Whittaker, **Director, Teacher Performance Assessment Consortium, Stanford's Center for Assessment. Learning and Equity**
awhittaker2010@gmail.com

The current Board of ACE Charter School shall serve staggered terms of either two or three year terms as drawn by lot. Subsequent Charter School Board members shall serve two-year terms.

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

- Ratify hiring and promotion decisions made by the Executive Director.
- Hire, discipline, discipline, and evaluate the Executive Director.
- Discipline and dismiss all employees of the School after consideration of a recommendation by the Executive Director or the ACE Charter School 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
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

The ACE Charter School shall adopt a conflicts code which shall comply with the Government Code Section 1090, Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school-specific conflicts of interest regulations. A draft of the Conflicts code will be submitted to the Santa Clara County Board of Supervisors for approval.

Role of Executive Director

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

- Develop and articulate the overall mission for ACE Charter School, including identifying the target student population
- Develop and communicate the overarching philosophy of the academic program, as well as major school culture and organizational development initiatives
- Design and implement all fundraising initiatives to ensure long-term fiscal health and viability of ACE Charter School
- 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 Charter School Board of Directors
- Develop and administer the budget of ACE Charter School in accordance with generally accepted accounting principles
- Manage (with the school's Business Manager) the efficient and effective planning and implementation of back-office tasks for ACE Charter School, including but not limited to budget development, financial reporting, audits, and fundraising
- Contract with and evaluate third-party support providers to provide payroll, bookkeeping, budgeting, and other back-office services
- Ensure that the 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 Principal

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

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

- Ensuring that all elements of ACE Charter School 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 District, 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 will be expected to take a leadership role in ongoing school development. Some key elements of teacher leadership at the school include:
- Designing and leading selected staff workshops
- Developing 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

Other Key Roles
- The *Academic Dean* oversees key parts of the academic program, including the T3 remediation/acceleration program, and works closely with the Principal to oversee the day-to-day operations of the school and train/coach/support teachers.
- The *Humanities Lead Teacher* and the *Math Lead Teacher* will help lead the faculty in the design and implementation of the academic program and will collaborate with administrators to conduct data analysis to support ongoing curriculum design.
- The *Business Manager* is responsible for making sure that school-based processes and tasks are managed effectively and efficiently.
- *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.

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V. EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school."
*   - California Education Code Section 47605(b)(5)(E)*

Overall Qualifications

ACE Charter School shall be nonsectarian in its employment practices and all other operations. ACE Charter School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability.

The first criteria used in evaluating potential ACE Charter School 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 Charter School, 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.

Teacher Qualifications

ACE Charter Schools shall comply with Education Code Section 47605(l), which states in pertinent part:

> "Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."

ACE Charter School teachers at all levels shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB"). Accordingly, a teacher of core academic subjects must have:

- a bachelor's degree
- a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential
- demonstrated core academic subject matter competence

Pursuant to Education Code Section 47605(l), "It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, noncollege preparatory courses." Please see Appendix A for a list and description of non-core, non-college preparatory courses. ACE shall present a list of these courses during the annual audit process.

Job Qualifications for ACE Charter School 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 Charter School mission and vision
- Management skills to ensure on-going financial stability and sustainability for the school
- Fundraising skills to ensure financial viability of the school
- Minimum 5 years of experience in urban public school reform
- Minimum of conversational Spanish
- Educational background to include at least a BA, teaching and/or administrative credential, and preferably a MA or PhD in education

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.

Academic Dean
Primary job qualifications for the Academic Dean include experience and expertise in teaching low-achieving students and English Learner students as well as excellent program design and management skills.

Business Manager
Primary job qualifications for the Business Manager include a minimum of 3 years experience in non-profit or school-based financial management, with strong organizational skills and ability to build or acquire and oversee all necessary back-office services for a charter school.

VI. HEALTH AND SAFETY PROCEDURES

"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."
    - California Education Code Section 47605(b)(5)(F)

ACE Charter School maintains a complete guide of health and safety procedures including immunizations, health screenings, administration of medication, a drug free and tobacco free campus and first aid and emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster. The health and safety guide is maintained on site and is available for Santa Clara County Office of Education (SCCOE) review on an ongoing basis.

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at ACE Charter School:
- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the 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

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

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

ACE Charter School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Alum Rock Union School District (ARUSD).

Recruitment Strategy
The ACE Charter School recruitment process is designed to enroll entering 5th and 6th graders who are below proficiency in Language Arts and/or Math. In order to effectively identify and attract low-performing students and their families, ACE Charter School looks to build a relationship with ARUSD district and school staff where the district and schools will identify students who have scored Below Basic or Far Below Basic on the California Standards Test (CST), and will facilitate meetings between the students, their families, and ACE Charter School.

ACE Charter School has strong partnerships with community centers, churches and other organizations who work with local children and families. As a result of these partnerships ACE Charter School is able to hold numerous bilingual informational sessions for prospective students, widely distribute bilingual recruitment materials, and work to achieve racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of ARUSD. The ACE Charter School 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 Charter School has a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of 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 Charter School
- Public informational meetings with translators available for families

Public Outreach Campaign

ACE Charter School conducts a series of public outreach events, mailers, and other activities during the school year. All ACE Charter School 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.

VIII. ADMISSION REQUIREMENTS

"Admission requirements, if applicable."
  - California Education Code Section 47605(b)(5)(H)

Although ACE Charter School 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, 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.

Public Random Drawing
All students who wish to attend ACE Charter School shall be enrolled subject only to capacity. The School shall hold an open application period during which applications will be collected. If the school receives more applicants than available spaces, a single public random drawing will be conducted in accordance with state and federal law. All returning students will be admitted before the public random drawing. In the drawing, applicants are given preference in the following order: 1) Siblings of current ACE Charter School students, 2) Alum Rock Union School District residents; 3) all others.

Student applications will be drawn in the public random drawing until all classes are filled and then will continue to be drawn randomly to create a wait list to be used to fill spaces that may arise during the school year.

Admissions and Enrollment Timeline
The following are the approximate timelines for admission that ACE Charter uses. It is anticipated that this timeline will remain the same, but it may change over time.

- November-April: Bilingual information sessions, meetings with family groups, home visits
- November-February: Application materials sent to target students as well as interested families – open application period
- Last day of February: Application deadline
- First week of March: Public random drawing held, status of application mailed home to all students
- End of May and Early June: Enrollment seminars, family/student orientations held

Students on the waiting list are enrolled as spaces open up. All applications received after the Last Day of February deadline are held on a space-available basis. In the case that the wait has been extinguished, those applications will be considered through a public random drawing for subsequent available spaces.

Students who are offered enrollment after the public random drawing will be required to provide registration information to ACE Charter School, including student academic history, a release of records, student health, and emergency information. The Charter School shall ensure that it consults and coordinates with the District to ensure expeditious review of the records of enrolled pupils to ensure that special education pupils are served properly upon enrollment and that the parents of those pupils are informed of the range of special education services available on site and what services may be provided off site.

The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. California Education Code Section 47605(b)(5)(I)

Fiscal Audit

The ACE Charter School 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 Charter School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of ACE Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the 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 Charter School Board with recommendations on how to resolve them. The ACE Charter School 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 Santa Clara County Office of Education 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.

Programmatic Audit

The ACE Charter School 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 Charter School will use the data in the performance report to assess and improve upon its educational programming on an on-going basis.

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

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

ACE Charter School 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 Charter School 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 the ACE Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from SCCOE and the State Superintendent of Public Instruction.

X. PUPIL SUSPENSION AND EXPULSION

"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 Charter School ("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 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.

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 ACE or at any other school or a ACE 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 Executive Director/Principal 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. This section does not prohibit the use of his or her own prescription products by a pupil.

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. 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.

18. 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).

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 an 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 to 12, 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 to 12, 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

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

a. If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

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 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 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 Placement/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. 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.

D. Authority to Expel

A student may be expelled either by the ACE Governing Board following a hearing before it or by the ACE Governing Board upon the recommendation of an Administrative Panel to be assigned by the ACE Governing 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 Council member of the ACE's Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the 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 Governing 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 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.

F.   Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses/Witnesses at Risk of Psychological or Physical Harm

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.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. 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 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, ACE must present evidence that the witness' presence is both desired by the witness and will be helpful to ACE. 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 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.

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

H. Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the ACE Governing 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 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 Governing Board who will make a final determination regarding the expulsion. The final decision by the ACE Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the ACE Governing 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 Executive Director/Principal or designee following a decision of the ACE Governing Board to expel shall send written notice of the decision to expel, including the ACE Governing 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

The Board's decision to expel shall be final.

J.   Disciplinary Records

ACE shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the Santa Clara County Office of Education (SCCOE) upon request.

K.   No Right to Appeal

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

L.   Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M.   Rehabilitation Plans

Students who are expelled from ACE shall be given a rehabilitation plan upon expulsion as developed by the ACE Governing 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.

N.   Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the ACE Governing 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 Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the ACE's capacity at the time the student seeks readmission.

O.   Suspension and Expulsion, special procedures for Students with Disabilities

The Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("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 disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. the Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1.   NOTIFICATION OF SELPA

The Charter School shall immediately notify the SELPA, if appropriate, 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.   SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are

designed to address the behavior violation so that it does not recur. Theses services may be provided in an interim alterative educational setting.

3.	PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

> 1.	If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
>
> 2.	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:

> 1.	Have a BICM conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
>
> 2.	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
>
> 3.	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 HEARING/APPEALS

The parent of a child with a disability under an IEP 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.

The parent of a child with a disability under a 504 Plan 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 utilize the appeal process outlined in the Procedural Safeguards section of this procedure.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5.   SPECIAL CIRCUMSTANCES

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

The 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:

1.   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;

2. 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

3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. INTERIM ALTERNATIVE EDUCATIONAL SETTING

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district'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:

1. 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.

2. The parent has requested an evaluation of the child.

3. 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.

XI. RETIREMENT SYSTEM

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security."
   - California Education Code Section 47605(b)(5)(K)

The ACE Charter School Executive Director is responsible for the implementation of financial procedures established by the ACE Charter School Board of Directors. ACE Charter School employees are paid according to a salary scale determined by the ACE Charter School Board of Directors.

All ACE Charter School staff participate in the federal social security system, STRS as applicable to their position, and/or a 401k defined contribution plan and employee payroll deferral plan as applicable to their position. ACE Charter School staff 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.

Salary and Benefits
All ACE Charter School employees will receive salary and benefits which are competitive to the salary and benefits of equivalent employees of similar districts.

XII. ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."
> *- California Education Code Section 47605(b)(5)(L)*

No student may be required to attend ACE Charter School. Students who opt not to attend ACE Charter School may attend other public schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Enrollment in the charter school does not give a student an automatic right to enrollment in any program of any District or any other LEA.

XIII. RIGHTS OF EMPLOYEES

"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."
   - California Education Code Section 47605(b)(5)(M)

All ACE Charter School staff are employees only of the ACE Charter School and shall have no right of return, employment, or gain of seniority at any school district unless the employee requests and is granted a leave of absence by the Board of Trustees of a school district pursuant to an applicable collective bargaining agreement and applicable District policy and applicable law.

Sick and vacation leave from a prior employer will not transfer to the Charter School.

XIV. DISPUTE RESOLUTION PROCESS, OVERSIGHT REPORTING, RENEWAL

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."
   - California Education Code Section 47605(b)(5)(N)

DISPUTES BETWEEN THE COUNTY OFFICE OF EDUCATION AND THE SCHOOL
Disputes between the ACE Charter School and the County Superintendent of Schools shall be handled in accordance with the School's Memorandum of Understanding with the County Superintendent of Schools.

INTERNAL DISPUTES
Disputes arising from within the ACE Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and ACE Charter School Board members, shall be resolved pursuant to policies and processes developed by the ACE Charter School. Disputes received by the SCCOE shall be forwarded to the Charter School for resolution in accordance with the process summarized below:

- Disputes shall first be brought informally to the Executive Director/Principal of the School for resolution.

- The Executive Director/Principal shall track all disputes in writing.

- The Executive Director/Principal shall facilitate discussion and resolution between all parties involved in the dispute.

- If the resolution is not resolved by discussion facilitated by the Executive Director/Principal, the matter may be brought before the School Board. The Executive Director/Principal shall provide a written summary of the dispute and all attempts at resolution for the School Board.

The decision of the School Board shall be final.

XV. LABOR RELATIONS

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act"
     - California Education Code Section 47605(b)(5)(O)

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

XVI. CLOSURE PROTOCOL

A description of the procedures to be used if the charter school closes. 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 close-out entity.

Closure activities will be paid for with any remaining assets as well as the Charter Schools 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.

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 the School, and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. 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, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is organized as 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.

Attachment 3. ACE Charter School Financial Plan

Financial Plan Contents:

a. Table 1, funding sources anticipated to be available to the school for the fiscal year of the MOU and the two subsequent fiscal years
b. Table 2, anticipated expenditures for the fiscal year of the MOU and the two subsequent fiscal years
c. A detailed budget (including monthly cash flow) for the fiscal year of the MOU adopted by the school's directors
d. Services to be received from the SCCOE and the costs of those services
e. The name and contact information for the school's auditor
f. A list of the school's board of directors with contact information
g. The school's fundraising plan

CERTIFICATION: In this Charter School Petition, ACE Public School Network does agree to comply with all SCCOE MOU requirements. This includes insurance, financial reports and audits, and all other requirements specified or implied by this agreement.

a.b. Table 1, funding sources anticipated to be available to the school for the fiscal year of the MOU and two subsequent fiscal years and Table 2, anticipated expenditures for the fiscal year of the MOU and two subsequent fiscal years (please refer to the following page):

c. A detailed budget (including monthly cash flow) for the fiscal year of the MOU adopted by the School's directors

ACE's Board of Directors adopted the following budget at their June 16, 2010 Board Meeting. It should be noted that ACE has secured a $200,000 Line of Credit with Focus Business Bank to manage any liquidity issues that should arise during the course of a given school year.

Please see the end of this section for the documents referenced in this section.

d. Services to be received from the COE and the costs of those services
ACE's charter 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.)

ACE currently receives Special Education services from the SCCOE, and is billed hourly for the services provided by SCCOE staff. ACE also contracts with the SCCOE (and associated organizations) to receive SchoolPlan services. The SchoolPlan services are covered in an annual MOU.

e. The name and contact information for the School's 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

f. A list of the School's board of directors with contact information
NOTE: All Board Members can be reached via mail c/o the ACE Office at 1100 Shasta Avenue, San Jose, CA 95126, or the contact information indicated.

ACE Charter School Board of Directors
 Susan Hammer, **President**
 Former Mayor, City of San Jose
 mayorsusan@aol.com

 Tamara Alvarado, **Vice President**
 Director of Multicultural Leadership, 1st Act Silicon Valley
 tecomami@yahoo.com

 Gary Rummelhoff, **Treasurer**
 Chief Financial Officer, United Way of Silicon Valley
 rummelhoff@yahoo.com

 Jonathan D. Hicks, **Secretary**
 Attorney, Hoge Fenton Jones & Appel
 jdh@hogefenton.com

 Elizabeth Alvarez, **Community Leader**
 elizart@comcast.net

 John Danner, **CEO, Rocketship Education**
 john@rsed.org

 Mary Dominguez, **ACE Charter Parent**
 marydmngz@yahoo.com

 Beth Gonzales, **Teacher, Eastside Union School District**
 bethpact@yahoo.com

 Manou Mobedshahi, **President, Mobedshahi Hotel Group**
 mobedshahi@gmail.com

 Dr. Linda Murray, **Superintendent-in-Residence, Education Trust-West**
 ltmurray@aol.com

 Dr. Andrea Whittaker, **Director, Teacher Performance Assessment Consortium, Stanford's Center for Assessment. Learning and Equity**
 awhittaker2010@gmail.com

g. The school's fundraising plan

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 2010-11, ACE still fundraises a significant portion of its budget; however, the yearly trend is that each year the school will fundraise less and less until it reaches enrollment capacity in 2012-13, at which time it will have a positive net operating income and no longer need to fundraise.

One factor that will have an impact on ACE's fundraising plan is the terms of the construction loan that the school is able to secure in Spring 2011. The level of yearly debt service on the loan for the campus scheduled to open in 2012 may extend the period during which the school needs to fundraise for 18-24 months.

ACE's fundraising track record since its inception is:
2008-09: $475,285
2009-10: $386,086
2010-11 (projected): $350,000

ACE has already raised over $140,000 in 2010-11, or approximately 40% of its target for the year, with over $175,000 in funding applications pending, and over $100,000 in applications in the pipeline as of September 2010 to be submitted to individuals, corporations and foundations that have historically supported the school.

ATTACHMENT 3. ACE CHARTER SCHOOL FINANCIAL PLAN

STATEMENT OF COMPLIANCE:
In this Charter Renewal, ACE Charter School does agree to comply with all SCCOE MOU requirements. This includes insurance, financial reports and audits, and all
other requirements specified or implied by this agreement.

a. Table 1., Funding Sources Anticipated to be Available to the School for the Fiscal Year of the MOU and Four Subsequent Fiscal Years

	CURRENT FY	YEAR OF MOU				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
ENROLLMENT	299	387	438	473	473	473
AVERAGE DAILY ATTENDANCE (ADA)	287	372	420	454	454	454
SUMMARY OF PUBLIC FUNDING RATES PER ADA						
GENERAL BLOCK GRANT GRADE 4 TO 6	4,841.00	4,822.12	4,923.38	5,041.55	5,177.67	5,333.00
GENERAL BLOCK GRANT GRADE 7 TO 8	4,980.00	4,960.58	5,064.75	5,186.30	5,326.33	5,486.12
CATEGORICAL	399.00	407.38	417.16	428.42	441.27	454.51
ECONOMIC AID IMPACT	313.00	314.29	321.83	330.52	340.44	350.65
LOTTERY	125.00	125.00	125.00	125.00	125.00	125.00
NCLB TITLE 1	364.48	371.77	379.21	386.79	394.53	402.42
PROJECTED REVENUE						
FEDERAL INCOME	$ 272,776	$ 347,667	$ 395,820	$ 430,413	$ 433,927	$ 437,509
GENERAL BLOCK GRANT	1,906,394	2,201,942	2,586,470	2,879,213	2,986,660	3,074,558
OTHER STATE INCOME	216,725	319,271	350,446	452,537	458,918	465,490
LOCAL GRANTS AND FUNDRAISING	350,000	324,000	57,000	-	-	-
OTHER LOCAL REVENUE	-	-	-	-	-	-
TOTAL REVENUE	$ 2,745,895	$ 3,192,880	$ 3,389,736	$ 3,762,163	$ 3,879,505	$ 3,977,557

b. Table 2. Anticipated Expenditures for the Fiscal Year of the MOU and Four Subsequent Fiscal Years

	CURRENT FY	YEAR OF MOU				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
EXPENDITURES						
COMPENSATION & BENEFITS	1,464,729.00	1,728,811.00	1,970,637.00	2,095,620.00	2,156,642.00	2,216,132.00
BOOKS, INSTRUCTIONAL MATERIALS & SUPPLIES	369,030.00	469,366.00	545,694.00	560,939.00	551,705.00	556,438.00
SERVICES & OPERATING EXPENSES	986,101	989,466	870,259	897,921	927,727	945,113.00
CAPITAL OUTLAY						
OTHER EXPENDITURES	6,000	4,500	3,000	1,500	-	-
TOTAL EXPENDITURES	$ 2,825,860	$ 3,192,143	$ 3,389,590	$ 3,555,980	$ 3,636,074	$ 3,717,683

Table 2a. Fund Balance and Cash at Fiscal Year End						
ENDING FUND BALANCE	$ 298,068	$ 298,806	$ 298,952	$ 505,135	$ 748,565	$ 1,008,440
ENDING CASH	$ 290,734	$ 131,236	$ (45,841)	$ 110,342	$ 353,772	$ 613,646
EXPECTED RESERVES 2.5% OF EXPENDITURES	67,160	79,804	84,740	88,900	90,902	92,942

ACE
FY 11-12 Budget
Fiscal Year Ending June 30, 2011

Income Statement

	2011-12 Budget	July	August	September	October	November	December	January	February	March	April	May	June	A/R
							2010 - 11 MONTHLY CASH FLOW							
REVENUE														
State & Local ADA Revenue														
General block grant	1,815,041	27,374	37,959	186,073	209,724	114,704	206,829	206,829	67,282	190,416	117,230	103,543	44,286	302,794
State Aid	1,182,390	27,374	-	110,154	159,112	64,092	156,217	156,217	16,669	101,845	72,944	59,257	-	258,508
In Lieu of Property Tax	632,651	-	37,959	75,918	50,612	50,612	50,612	50,612	50,612	88,571	44,286	44,286	44,286	44,286
Categorical	151,349	7,567	7,567	13,621	13,621	13,621	13,621	13,621	13,621	13,621	13,621	13,621	-	13,621
Economic Impact Aid (EIA)	199,672	9,984	9,984	17,970	17,970	17,970	17,970	17,970	17,970	17,970	17,970	17,970	-	17,970
Lottery	35,880	-	-	-	-	-	8,970	-	-	8,970	-	-	8,970	8,970
Categorical+ EIA+Lottery+Special Ed + State Student Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal State & Local ADA	*2,201,942*	*44,925*	*55,510*	*217,664*	*241,316*	*146,296*	*247,391*	*238,421*	*98,873*	*230,978*	*148,822*	*135,135*	*53,256*	*343,356*
Federal Revenue														
Federal Nutrition Program	208,044	-	-	5,779	23,116	23,116	17,337	17,337	23,116	23,116	23,116	23,116	23,116	5,779
Title I	138,123	-	-	-	-	-	-	55,249	-	-	-	-	-	82,874
Title V(b)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal Revenue	1,500	-	-	-	-	-	-	-	-	-	-	-	1,500	-
Subtotal Federal Revenue	*347,667*	*-*	*-*	*5,779*	*23,116*	*23,116*	*17,337*	*72,586*	*23,116*	*23,116*	*23,116*	*23,116*	*24,616*	*88,653*
Other State Revenue														
Special Education	189,872	4,247	-	17,089	24,683	9,943	24,234	24,234	2,797	17,089	12,239	9,943	-	43,375
Facilities - Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities - SB 740	104,400	-	-	52,200	-	-	-	-	52,200	-	-	-	-	-
Supplemental Hourly Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Nutrition Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Lunch Fees	24,998	-	694	2,778	2,778	2,083	2,083	2,778	2,778	2,778	2,778	2,778	694	-
Other State/Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other State Revenue	*319,271*	*4,247*	*694*	*72,066*	*27,461*	*12,026*	*26,317*	*27,012*	*57,775*	*19,866*	*15,017*	*12,720*	*694*	*43,375*
Donations & Grants														
Development/Fundraising	324,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	-
Subtotal Donations & Grants	*324,000*	*27,000*	*27,000*	*27,000*	*27,000*	*27,000*	*27,000*	*27,000*	*27,000*	*27,000*	*27,000*	*27,000*	*27,000*	*-*
TOTAL REVENUE	**3,192,880**	**76,171**	**83,205**	**322,510**	**318,893**	**208,438**	**318,045**	**365,019**	**206,764**	**300,960**	**213,955**	**197,971**	**105,566**	**475,384**
	-													
EXPENSES														
Personnel:														
Salaries														
Certificated Teachers	821,876	68,490	68,490	68,490	68,490	68,490	68,490	68,490	68,490	68,490	68,490	68,490	68,490	-
Certificated Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Certificated Admin	191,580	15,965	15,965	15,965	15,965	15,965	15,965	15,965	15,965	15,965	15,965	15,965	15,965	-
Classified Instruction	164,135	13,678	13,678	13,678	13,678	13,678	13,678	13,678	13,678	13,678	13,678	13,678	13,678	-
Classified Clerical	77,250	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	-
Classified Supervisors	48,410	4,034	4,034	4,034	4,034	4,034	4,034	4,034	4,034	4,034	4,034	4,034	4,034	-
Classified Support	78,785	6,565	6,565	6,565	6,565	6,565	6,565	6,565	6,565	6,565	6,565	6,565	6,565	-
Total Salaries	**1,382,035**	**115,170**	**115,170**	**115,170**	**115,170**	**115,170**	**115,170**	**115,170**	**115,170**	**115,170**	**115,170**	**115,170**	**115,170**	**-**
Stipends														
Certificated Teachers	3,000	250	250	250	250	250	250	250	250	250	250	250	250	-
Certificated Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Certificated Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Clerical	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Supervisors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Stipends	**3,000**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**-**
Bonuses														
Certificated Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Certificated Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Certificated Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Clerical	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Supervisors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Stipends	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Employee Benefits														
Payroll Taxes														
Certificated OASDI	14,739	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	-
Classified OASDI	28,196	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	-
Certificated SUI	7,297	608	608	608	608	608	608	608	608	608	608	608	608	-
Classified SUI	2,654	221	221	221	221	221	221	221	221	221	221	221	221	-
Subtotal Payroll Taxes	*52,886*	*4,407*	*4,407*	*4,407*	*4,407*	*4,407*	*4,407*	*4,407*	*4,407*	*4,407*	*4,407*	*4,407*	*4,407*	*-*
Health Benefits														
Certificated	112,000	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	-
Classified	35,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	-
Subtotal Health Benefits	*147,000*	*12,250*	*12,250*	*12,250*	*12,250*	*12,250*	*12,250*	*12,250*	*12,250*	*12,250*	*12,250*	*12,250*	*12,250*	*-*

Income Statement

	2011-12 Budget	July	August	September	October	November	December	January	February	March	April	May	June	A/R
Workers Compensation														
Certificated WC	13,682	3,420	1,140	1,140	1,140	1,140	1,140	1,140	1,140	1,140	1,140	-	-	-
Classified WC	4,976	1,244	415	415	415	415	415	415	415	415	415	-	-	-
Subtotal Workers Compensation	*18,657*	*4,664*	*1,555*	*1,555*	*1,555*	*1,555*	*1,555*	*1,555*	*1,555*	*1,555*	*1,555*	*-*	*-*	*-*
Retirement														
STRS Contributions	83,610	6,968	6,968	6,968	6,968	6,968	6,968	6,968	6,968	6,968	6,968	6,968	6,968	-
401(k) Contributions	35,785	2,982	2,982	2,982	2,982	2,982	2,982	2,982	2,982	2,982	2,982	2,982	2,982	-
Subtotal Retirement	*119,396*	*9,950*	*9,950*	*9,950*	*9,950*	*9,950*	*9,950*	*9,950*	*9,950*	*9,950*	*9,950*	*9,950*	*9,950*	*-*
Other Personnel Benefits														
Staff Appreciation	5,837	486	486	486	486	486	486	486	486	486	486	486	486	-
Subtotal Other Personnel	*5,837*	*486*	*486*	*486*	*486*	*486*	*486*	*486*	*486*	*486*	*486*	*486*	*486*	*-*
Subtotal Employee Benefits	343,775	31,758	28,648	28,648	28,648	28,648	28,648	28,648	28,648	28,648	28,648	27,093	27,093	-
Total Personnel Expenses	*1,728,811*	*147,177*	*144,068*	*144,068*	*144,068*	*144,068*	*144,068*	*144,068*	*144,068*	*144,068*	*144,068*	*142,513*	*142,513*	*-*
TEXT/REFERENCE														
Approved Textbooks/Core Curric	15,918	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	-
Other Approved Resources	4,669	389	389	389	389	389	389	389	389	389	389	389	389	-
Books Other Than Texts	15,606	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	-
Other Non-Approved Resources	-													-
TOTAL TEXT/REFERENCE	36,194	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	-
INTRUCTIONAL MATERIALS														
Student Supplies	29,947	2,496	2,496	2,496	2,496	2,496	2,496	2,496	2,496	2,496	2,496	2,496	2,496	-
Assessment Materials	18,481	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	-
Intervention Materials 5/6	26,742	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	-
Mtls/Supplies-SPED	-													-
Athletic Equip/Instruction	2,053	171	171	171	171	171	171	171	171	171	171	171	171	-
College Prep Program	5,306	442	442	442	442	442	442	442	442	442	442	442	442	-
Mtsl/Supplies-Ganas	3,750	313	313	313	313	313	313	313	313	313	313	313	313	-
Student Uniforms	2,053	171	171	171	171	171	171	171	171	171	171	171	171	-
Staff Logo Attire	2,335	195	195	195	195	195	195	195	195	195	195	195	195	-
Saturday Food	5,544	462	462	462	462	462	462	462	462	462	462	462	462	-
Mtls/Supplies-Food Service	-													-
TOTAL INTRUCTIONAL MATERIALS	96,213	8,018	8,018	8,018	8,018	8,018	8,018	8,018	8,018	8,018	8,018	8,018	8,018	-
ADMINISTRATIVE MATERIALS														
Mtls/Supplies-Office	16,979	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	-
Mtls/Supplies-G & A	-													-
Mtls/Supplies-Custodial/Maint	10,267	856	856	856	856	856	856	856	856	856	856	856	856	-
Mtls/Supplies-PD	1,167	97	97	97	97	97	97	97	97	97	97	97	97	-
Mtls/Supplies-Development	2,122	177	177	177	177	177	177	177	177	177	177	177	177	-
Mtls/Supplies-Marketing/Outreach	2,122	177	177	177	177	177	177	177	177	177	177	177	177	-
Mtls/Supplies-Board	-													-
TOTAL ADMINISTRATIVE MATERIALS	32,659	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	-
EQUIPMENT														
Noncapitalized IT Equipment	2,653	221	221	221	221	221	221	221	221	221	221	221	221	-
Computer-Student	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-
Software-Student	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-
Furniture/Equipment-Student	5,306	442	442	442	442	442	442	442	442	442	442	442	442	-
Computer-Admin	10,612	884	884	884	884	884	884	884	884	884	884	884	884	-
Software-Admin	2,122	177	177	177	177	177	177	177	177	177	177	177	177	-
Furniture/Equipment-Admin	1,061	88	88	88	88	88	88	88	88	88	88	88	88	-
Software-Food Svce	-													-
Furniture/Equipment-Food Svce	-													-
Depreciation	2,000												2,000	-
TOTAL EQUIPMENT	43,755	3,480	3,480	3,480	3,480	3,480	3,480	3,480	3,480	3,480	3,480	3,480	5,480	-
FOOD SERVICE														
Meals-Student	249,812	20,818	20,818	20,818	20,818	20,818	20,818	20,818	20,818	20,818	20,818	20,818	20,818	-
TOTAL FOOD SERVICE	249,812	20,818	20,818	20,818	20,818	20,818	20,818	20,818	20,818	20,818	20,818	20,818	20,818	-
TRAVEL EXPENSES														
Travel/Accommodation-PD	5,837	486	486	486	486	486	486	486	486	486	486	486	486	-
Travel/Accommodation-Admin	1,592	133	133	133	133	133	133	133	133	133	133	133	133	-
Travel/Accommodation-G&A	-													-
Meals & Entertainment-PD	1,061	88	88	88	88	88	88	88	88	88	88	88	88	-
Meals & Entertainment-Admin	1,061	88	88	88	88	88	88	88	88	88	88	88	88	-
Meals & Entertainment-G&A	-													-
TOTAL TRAVEL EXPENSES	9,551	796	796	796	796	796	796	796	796	796	796	796	796	-
DUES & FEES														
WASC	-													-
Dues and Memberships	3,184	265	265	265	265	265	265	265	265	265	265	265	265	-
Insurance	-													-
TOTAL DUES & FEES	3,184	265	265	265	265	265	265	265	265	265	265	265	265	-
OPERATIONS														
Utilities/Garbage	-													-
Fire/Security	-													-
Pest Control	-													-
Contracted Janitorial	-													-
TOTAL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Income Statement

	2011-12 Budget	July	August	September	October	November	December	January	February	March	April	May	June	A/R
FACILITY														
Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs/Maint/Non-capital Site Improv	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Copier & Equipment Lease	13,796	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	-
TOTAL FACILITY	13,796	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	-
PROFESSIONAL FEES - MANAGEMENT														
Audit Expense	10,081	840	840	840	840	840	840	840	840	840	840	840	840	-
Business Services & Accounting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Financial Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising/Development Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IT Consulting	1,061	88	88	88	88	88	88	88	88	88	88	88	88	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operations Consulting	5,306	442	442	442	442	442	442	442	442	442	442	442	442	-
Site/Real Estate Consultant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Admin Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Services/Operating Exp/Misc Cosult	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Misc Consult 1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Misc Consult 2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Misc Consult 3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Misc Consult 4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Misc Consult 5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Misc Consult 6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	5,306	442	442	442	442	442	442	442	442	442	442	442	442	-
Printing & Reproduction	6,160	513	513	513	513	513	513	513	513	513	513	513	513	-
CMO Fees	821,393	68,449	68,449	68,449	68,449	68,449	68,449	68,449	68,449	68,449	68,449	68,449	68,449	-
TOTAL PROFESSIONAL FEES - MANAGEMENT	849,308	70,776	70,776	70,776	70,776	70,776	70,776	70,776	70,776	70,776	70,776	70,776	70,776	-
PROFESSIONAL FEES - ADMIN														
Background Checks/Fingerprint	3,184	265	265	265	265	265	265	265	265	265	265	265	265	-
Bank & Credit Card Fees	106	9	9	9	9	9	9	9	9	9	9	9	9	-
Payroll Service Fees	3,184	265	265	265	265	265	265	265	265	265	265	265	265	-
Petty Cash Over/Short	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Registration Fees - PD	-	-	-	-	-	-	-	-	-	-	-	-	-	-
District/County Fees	21,661	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805	-
TOTAL PROFESSIONAL FEES - ADMIN	28,134	2,344	2,344	2,344	2,344	2,344	2,344	2,344	2,344	2,344	2,344	2,344	2,344	-
PROFESSIONAL FEES - INSTRUCTION														
Professional Development Consultants	29,102	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	-
Curriculum Consultant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	14,374	1,198	1,198	1,198	1,198	1,198	1,198	1,198	1,198	1,198	1,198	1,198	1,198	-
Substitute Teachers	37,142	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	-
Contracted Instructional Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Health Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment/Outreach	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Art Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROFESSIONAL FEES - INSTRUCTION	80,618	6,718	6,718	6,718	6,718	6,718	6,718	6,718	6,718	6,718	6,718	6,718	6,718	-
COMMUNICATIONS														
Telecommunications Equipment	1,061	88	88	88	88	88	88	88	88	88	88	88	88	-
LAND Phone	2,802	233	233	233	233	233	233	233	233	233	233	233	233	-
Admin Cell Phone	3,820	318	318	318	318	318	318	318	318	318	318	318	318	-
Internet	3,820	318	318	318	318	318	318	318	318	318	318	318	318	-
Web Hosting & Email	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage & Shipping	4,107	342	342	342	342	342	342	342	342	342	342	342	342	-
TOTAL COMMUNICATIONS	15,610	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	-
TOTAL EXPENSES	3,187,643	268,580	265,470	265,470	265,470	265,470	265,470	265,470	265,470	265,470	265,470	263,915	265,915	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(Interest Expense)	(4,500)	-	-	(750)	(750)	(750)	(750)	(750)	(750)	-	-	-	-	-
NET INCOME	738	(192,408)	(182,266)	56,289	52,673	(57,782)	51,825	98,799	(59,456)	35,490	(51,515)	(65,944)	(160,349)	475,384

Income Statement

		2011-12						2010 - 11 MONTHLY CASH FLOW							
		Budget	July	August	September	October	November	December	January	February	March	April	May	June	A/R
Cash Flow Statement															
Operating Activities															
Net Income		738	(192,408)	(182,266)	56,289	52,673	(57,782)	51,825	98,799	(59,456)	35,490	(51,515)	(65,944)	315,034	
Depreciation		2,000	-	-	-	-	-	-	-	-	-	-	-	2,000	
(Increase) decrease in A/R	PY Balance	(112,236)	135,795	112,234	62,774	-	-	-	-	-	-	-	-	(423,039)	
STATE AID	(179,713)	(78,795)	89,857	89,857	-	-	-	-	-	-	-	-	-	(258,508)	
IN-LIEU	(34,357)	(9,929)	34,357	-	-	-	-	-	-	-	-	-	-	(44,286)	
CATEGORICAL BLOCK	(23,164)	(8,428)	11,582	11,582	-	-	-	-	-	-	-	-	-	(31,592)	
TITLE I	(62,774)	(20,100)	-	-	62,774	-	-	-	-	-	-	-	-	(82,874)	
SFSF CATEGORICAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ART/MUSIC GRANT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
JUN FEDERAL/STATE NUTRITION	(4,493)	(1,286)	-	4,493	-	-	-	-	-	-	-	-	-	(5,779)	
Lottery	(6,302)	6,302	-	6,302	-	-	-	-	-	-	-	-	-	-	
Gov A/R 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Gov A/R 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Increase (decrease) in A/E net of prepaid exp		-	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal		(109,498)	(56,613)	(70,032)	119,063	52,673	(57,782)	51,825	98,799	(59,456)	35,490	(51,515)	(65,944)	(106,004)	
Investing Activities															
(Capital Expenditures)		-	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal		-	-	-	-	-	-	-	-	-	-	-	-	-	
Financing Activities															
Loan Proceeds		-	-	-	-	-	-	-	-	-	-	-	-	-	
(Revolving Loan Payments)		(50,000)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	
(Facility Loan Payments)		-	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal		(50,000)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	
Change in cash		(159,498)	(56,613)	(70,032)	110,730	44,339	(66,116)	43,492	90,465	(67,789)	35,490	(51,515)	(65,944)	(106,004)	
Beginning Cash		290,734	290,734	234,121	164,089	274,819	319,158	253,043	296,534	387,000	319,210	354,700	303,185	237,240	
Ending Cash		131,236	234,121	164,089	274,819	319,158	253,043	296,534	387,000	319,210	354,700	303,185	237,240	131,236	
															(0)

Attachment 4. ACE Charter School Plan for Student Academic Performance

Plan for Student Academic Performance Contents:

a. The School's statement of what it means to be an educated person in the 21st century

b. The School's statement of how learning best occurs

c. The School's calendar and class schedule

d. A description of how students will be assessed and placed into curriculum and programs, including special education, English learners, remedial instruction, supplemental instruction, and accelerated/gifted programs

e. A brief course description for each course or subject matter area to be offered, including the textbooks and supplemental materials to be used, the content and pacing of what will be covered during the school year, how student progress will be measured and monitored, and what adjustments will be made when student progress does not match expectations

f. Instructional strategies to be used throughout the School and their basis in successful practice or research

g. Specialized instructional strategies to be used for Special Education, English learners, or other areas where specialized strategies may be employed, and their basis in practice or research

h. A description of how each student's overall performance will be monitored, and how instruction may be supplemented or changed when appropriate

i. A description of how each teacher's performance will be monitored, and how professional development and other resources will be targeted and used to improve instruction

j. Student outcome goals by grade level and by ethnic group, how progress toward those goals will be measured, and how the results of those measurements will be used to improve instruction

k. A description of the overall approach of the School, and how the School's approach will be monitored and modified to improve student achievement (will the School employ SChool Plan, a Curriculum Audit and/or other school planning process? Who will be involved?)

l. If the School is a high school, a description of the School's graduation requirements, how student progress toward graduation will be monitored, and steps that will be taken for students not making adequate progress toward graduation

ACE Charter School Plan for Academic Performance

a. The School's statement of what it means to be an educated person in the 21st century

ACE Charter School will work to prepare 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 California 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 will also focus 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.

b. The School's statement of how learning best occurs
The educational philosophy of the ACE Charter School 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 the ACE Charter School design:

- Having **high expectations** for all students
- **Analyzing student data** to track progress, identify student needs and improve instruction

- Providing a **rich curriculum** that is aligned to state standards
- Using **purposeful professional** development to improve teachers' skills.

In addition to these four pillars of school design, the ACE Charter School philosophy adds two key elements which are aimed directly at best serving low-achieving students:
- Creating a **school culture that honors effort and resilience** and consistently focuses on college success as a goal for all students
- Bridging the gap between school and parents by **working closely with families to support student learning**

The entire ACE Charter School program is built around these six elements. The philosophy of the ACE Charter School is based on a fundamental belief that, if these elements are implemented effectively and relentlessly, then students who have fallen far behind their peers can and do achieve academic excellence.

The ACE Charter School Academic Program
The ACE Charter School academic program is built to effectively implement the six elements of the school's educational philosophy. The following section details how ACE Charter School will build a learning environment where the work of all stakeholders is directed at ensuring these six elements are implemented to best support the low-achieving student that the school is designed to serve.

1. Having high expectations for all students
The goal that unifies the ACE Charter School community is that by the time they enter high school, all students will be proficient in Reading and Math. This attainment of grade-level proficiency is the first step toward success in college-prep courses in high school and then in college itself.

The work of students, staff and families at ACE Charter School is animated by an unwavering commitment to the goal of academic proficiency 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, extended school and daily schedule, daily Launch and weekly Assembly, the T3 program (Tutors, Technology, and Teachers)—all of these structures and programs are developed to ensure that previously low-achieving students have the tools, time, and work ethic necessary to reach grade-level proficiency.

2. Analyzing student data to track progress, identify student needs and improve instruction
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 Charter School'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, Saturday and summer school; individual student interventions conducted by tutors and teachers, as well as access to highly personalized computer-based courses. 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 Standards Test (CST).

3. Providing a rich curriculum that is aligned to state standards
ACE Charter School 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 which 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 California state curriculum frameworks. 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 Charter School 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

4. Using purposeful professional development to improve teachers' skills
ACE Charter School teachers will help students reach the school's ambitious academic goals with instructional practices that are precisely designed to help students master state standards, and varied to meet student needs and interests. The professional development program at ACE Charter School is specifically designed to support the school's intensive focus on literacy and math skills, 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 Charter School will provide 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 Charter School include helping teachers create and implement:

- Standards-based curriculum and assessments
- Integration of English Language Development (ELD) standards into course curricula
- 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
- Test-taking strategies in the context of course curricula

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

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

A crucial piece of the ACE Charter School educational model is the development of a school culture that is tailored specifically to the needs of the school's target students. Students who have repeatedly seen over their first years of schooling that they are somehow unable to keep pace with their peers need explicit support and training in building resilience, confidence and successful work habits. At ACE Charter School, the word we use to sum up the qualities necessary for success is *Ganas*, a Spanish word which can be translated as desire, will, or effort. All members of the community—students, staff, and families—are expected to show *Ganas* in their daily work and interactions with each other.

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

6. Bridging the gap between school and home by working closely with families to support student learning

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

A key aspect of this community collaboration is the school's close and transparent relationship with families. While the ACE Charter School 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:

- Regular community exhibitions of student work, with school staff, families and community members using school-developed rubrics to assess student work
- Home visits by teachers and school leaders to develop closer connections with families of struggling students
- Regular evening Community Meetings for the whole family to encourage families and students to commit to the multi-step process of preparing academically, emotionally, and financially for college success
- Parent participation on Hiring Committees, with significant input from families on new staff and teacher hires
- Communication process which involves school-family meetings and student behavior contracts that involve the family in finding solutions to behavior, attendance, and attitude problems. Regular teacher and administrator communication to families keeps families abreast of student successes and problems
- Participation in the Personal Learning Plan ("PLP") or Individual Education Program ("IEP") or Section 504 Plan development and review process in which student achievement data is examined, goals are established, and interventions are outlined.

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

c. The School's calendar and class schedule

School Day
All ACE Charter School students attend school from 8:15 a.m.-5:00 p.m. The 8:15 a.m.-5:00 p.m. school day is mandatory for all students except those who have scored Proficient or Advanced on the CST or an equivalent score on internal ACE assessments. The Proficient or Advanced students have the option of leaving at 3:00 pm. They can also elect to stay for additional elective courses if space permits.

Please see **Appendix B** for the school's daily schedule and yearly calendar.

d. A description of how students will be assessed and placed into curriculum and programs, including special education, English learners, remedial instruction, supplemental instruction, and accelerated/gifted programs

Personal Learning Plan for All Students
The central, unifying element of the assessment families, students, and schools is the Personal Learning Plan ("PLP") process. All students, including low- or high-achieving students, EL

students, GATE students, and Migrant students will participate in the Personal Learning Plan process. The Personal Learning Plan Team will typically consist of the student, an administrator, parents or guardians, and at least one of the student's teachers. Please see **Appendix C** for templates for the PLP process.

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 PLP meetings. All IEP meetings will be coordinated with the County pursuant to County and SELPA policy.

The PLP team will look at student achievement data, including CST scores; in-house diagnostics; data from assessments that come with purchased curricula (both on-line and conventional); ongoing, classroom-based, standards-based assessment data; and the standards-based report card. In addition to academic achievement data, the team may consider additional factors impacting school performance, such as attendance, behavioral issues, health issues, and personal/family issues.

Next, the team will establish mutually agreed upon goals, based on the achievement data reviewed, that will ensure that the student is on a trajectory to achieve grade-level proficiency by the end of 8th grade. A plan will be developed for achieving those goals, including actions and interventions that will be taken by the student, teachers, parents/guardians, and school. The PLP plan includes all academic placement, intervention, and remediation strategies. Any next steps for putting the plan into action will be listed, along with the person responsible for following up on that step. If appropriate, goals related to additional factors discussed may be developed.

Referrals for special education, 504 plans, and promotion/retention decisions will be handled through and decided upon by ACE Charter School's PLP Team except as may be otherwise required by law (for example, the right of a parent to request an assessment of his or her child for special education eligibility without the PLP Team process) or County or SELPA policy.

For all students, the PLP process ensures that they are on the path to academic success and are well-supported in that journey. For students identified as English Learners, GATE, or Migrant, the PLP serves as an additional means of making sure that they are receiving the appropriate level of support and challenge that they require for success.

While priority given to the ACE target student (FBB/BB), every student at ACE is part of the PLP process. Any student not on track to meet expected end-of-year outcomes will participate in the PLP process a minimum of two time meetings per year—one to establish a Personal Learning Plan and another to measure progress against the plan. Students who are not making timely progress toward their yearly goals will participate in additional PLP reviews through the school year as needed. Students with IEP's or 504 plans will have a minimum of two PLP meetings a year which may overlap with legally mandated IEP or 504 team meetings (more frequently if required by law). All students will have either an active PLP or IEP or 504 plan established within the first quarter of the school year or within 30 days of enrollment. This will

allow teachers and school staff the time to collect sufficient data on student progress and specific academic needs to best inform the writing of the PLP.

e. A brief course description for each course or subject matter area to be offered, including the textbooks and supplemental materials to be used, the content and pacing of what will be covered during the school year, how student progress will be measured and monitored, and what adjustments will be made when student progress does not match expectations

All students at ACE Charter School are enrolled in the following courses:
1. Humanities (English-Language Arts/History-Social Science) Core
2. Math
3. Science
4. Advisory

At some point during their time at ACE, all students are also enrolled in the following classes:
1. Physical Education
2. Cultural Studies

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.

T3 (Tutors, Technology and Teachers) Program for Intervention and Acceleration
All students also take part in the T3 (Tutors, Technology and Teachers) program, which provides students—especially those who have scored Far Below Basic or Below Basic on the California Standards Test –with the extra time (3:15 to 5:00 daily, which adds up to two months of extra school time per year), tutoring and access to high-impact web-based learning necessary for success. Please see **Appendix D** for documentation regarding the T3 program.

In the T3 program, previously low-performing students get both remediation and acceleration. Through T3, ACE's high-need students get ample time to learn the basics that they have failed to master as well as opportunities for higher-order thinking and enrichment in Science, Art, PE, and Technology courses. For example, a previously low-achieving student who comes to ACE might need an hour of daily tutoring as well as an intensive Reading class to help her catch up. At a conventional school, that would take the student to the end of the school day; in the T3 extended day, the student still has the opportunity to take elective classes and highly personalized computer-based courses. In addition, T3 is responsive to student progress in real time: students are tested regularly, and if they no longer need a particular remedial class, they move to the next level and have the opportunity to take additional intervention and/or enrichment courses.

Elements of T3 (Tutors, Technology, Teachers)
Tutors: All ACE students who are 2+ years behind in English and/or Math have one hour of daily tutoring with a trained tutor who uses ACE-designed curriculum to help students master key foundational skills and state standards. Tutors implement a curriculum that is designed to meet individual student need. Tutors also serve as mentors and role models.
Technology: Students use adaptive, computer-based programs in Math and Phonics that are able to identify areas of weakness and provide immediate calibrated instruction and guided practice
Teachers: For the most complex remedial work (especially in Reading), teachers provide coaching and further instruction to targeted students in small ability-based groups. Teachers, as well as partner organizations, provide college-prep enrichment courses

Student progress in these courses will be tracked through multiple modes of formative and summative assessment, including ongoing, classroom-based, standards-based assessments, in-house diagnostic literacy and numeracy tests; data from assessments that come with externally-designed computer-based and traditional courses; grade-level writing assessment scores; and the standards-based report card. Students who are not meeting expectations will receive in-class differentiation from the teacher, intervention in the T3 program, as well as participate in the schoolwide support and remediation classes in literacy and numeracy which have been designed for the underachieving students for whom the school is designed.

1. 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 California State Frameworks and Standards.

The model for instruction in the Humanities core will be based on the Reading and Writing Workshop Model and will include an additional block dedicated the delivery of History-Social Science content.

The Reading and Writing Workshop Model, developed by Irene Fountas and Gay Su Pinnell, incorporates on a daily and weekly basis five different approaches to developing students' literacy: Guided Reading, Independent Reading, Literature Study, Teaching for Comprehension and Word Analysis, and the Reading and Writing Connection: Writer's Workshop. For the purposes of the Humanities course, a sixth block devoted to delivering History-Social Science content will be added.

The curriculum will be 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 curriculums will include historical fiction from various periods of American history. The 6th and 7th grade curriculums will include novels and folk tales from the various cultures, countries, and time periods being studied. Materials used for Guided Reading will also come from the HSS textbook and other nonfiction materials related to the HSS content for that grade-level.

The Humanities core will use a variety of texts, including an HSS textbook, fiction and nonfiction trade paperbacks, primary sources, periodicals, and reference materials. The choice of these curricular materials will facilitate:
- 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

The first instructional block of the Humanities course will be *Guided Reading*. During Guided Reading, the teacher provides direct instruction in reading comprehension strategies using a common text that all students can access. 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, text coding, comprehension monitoring, fix-it strategies, discussion, graphic organizers, and response to text.

Standards addressed during this instructional block include those from the Reading Comprehension and Literary Response and Analysis sections of the California English-Language Arts Content Standards. Texts to be used during this portion of instruction include the HSS textbook, 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.

The second instructional block of the Humanities course will be *Independent Reading*. During this block, students engage in sustained silent reading of texts at their independent reading levels. Students continue to practice the strategies learned during the Guided Reading block and through daily reading logs assigned as homework. While students are reading, the teacher may conference with individual students or conduct one-on-one reading assessments.

Standards addressed during this instructional block include those from the Reading Comprehension and Literary Response and Analysis sections of the California English-Language Arts Content Standards. Texts to be used during this portion of instruction include leveled fiction and nonfiction books related topically or thematically to the History-Social Science curriculum. HSS standards are addressed in this block of instruction through the use of HSS-related texts and through independent practice of reading in the content area strategies.

Differentiation of instruction occurs during this block in two ways: 1) 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 during this block of instruction that are at or above grade-level. 2) 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 third instructional block of the Humanities core will be *Literature Study*. During this block, students are exposed to a wide array of literature at grade-level. Students are grouped in both ability-level and heterogeneous groups and engage in small-group and whole-class discussions about theme, character analysis, and plot development.

Standards addressed during this instructional block include those from the Reading Comprehension and Literary Response and Analysis sections of the California English-Language Arts Content 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 in this block of instruction through the use of HSS-related texts and through guided and independent practice of reading in the content area strategies.

Differentiation of instruction occurs during this block in two ways: 1) Students begin the year reading texts at their independent reading levels. 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 during this block of instruction that are at or above grade-level. 2) As teachers move around the room and conference with literature circle groups, the focus of the interaction will vary based on group need and ability. Different strategies and levels of application for various strategies will be emphasized at different times with different groups to ensure that students are challenged and working in their zone of proximal development.

The fourth instructional block of the Humanities course will be *Teaching for Comprehension and Word Analysis*. This block includes direct instruction in word analysis, fluency, and systematic vocabulary development. Teachers will present mini-lessons and students will then engage in differentiated guided and independent practice using activities from resources such as *Words, Words, Words* (Janet Allen) *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (Donald Bear, et al) like word sorts, word hunts, personal vocabulary lists, vocabulary maps, and vocabulary notebooks. Word study will be 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 California English-Language Arts Content Standards.

Differentiation of instruction occurs during this block based on where students fall on the Spelling Inventory included in *Words Their Way* and other ACE-created assessments. Based on those assessments, students work on word study activities appropriate to their stage of spelling development: Prephonemic Spelling, Early Letter Name Spelling; Letter Name Spelling; Within Word Pattern Spelling; Syllable Juncture Spelling; and Derivational Constancy Spelling. Though all students engage in similar activities: word sorts, word journals, word hunts, etc., the content of the activity varies based on each students' stage of development. As students progress along the continuum, they work on more complex word activities. As students' approach or achieve grade-level proficiency, it is anticipated that they will be working at the Derivational Constancy Spelling level.

The fifth instructional block of the Humanities core will be *Writer's Workshop*. This block includes direct instruction in the *Step Up to Writing* 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 small group instruction.

Standards addressed during this instructional block include those from the Writing Strategies, Writing Applications, and Written and Oral Language Conventions sections of the California English-Language Arts Content Standards. HSS standards are addressed in this block of instruction 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 occurs during this block in two ways: 1) 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. 2) 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 sixth block will be devoted to delivering content from the California History-Social Science Content Standards. Instructional activities during this block may include activities from Teachers' Curriculum Institute *History Alive!* materials, such as map work, slide lectures, experiential activities, and content area reading and writing. In addition, this block will include direct instruction and guided and independent practice in content area learning strategies, such

as note-taking from lecture and text. Standards addressed during this instructional block include those from the California History-Social Science Content Standards for the particular grade level. Materials to be used during this portion of instruction include a Social Studies textbook, supplementary leveled fiction, nonfiction, and reference books, and the *History Alive!* Materials.

Differentiation of instruction occurs in this block in several ways: 1) Acceleration and compacting for students who demonstrate on their unit pretests that they have already mastered unit material; 2) Tiered assignments that enable students to address standards and content at various levels of complexity; 3) Flexible grouping in which students are grouped and regrouped for a variety of purposes at various times: interest, ability, home/expert groups.

Use of Time in Humanities Core
In the 5th and 6th grades, when the school's target students need as much time as possible to bring their reading and writing skills up to grade-level proficiency, the first five blocks of instruction will occupy most of the time during the ELA/HSS core, close to 80 minutes of the 100 minute instructional block. Much HSS content will be delivered through Language Arts instruction. In the 7th and 8th grades, as students require less time to develop their literacy skills, more time will be spent on pure HSS instruction and content, with at least a third of the ELA/HSS core time spent on HSS instruction and content.

2. Math
The Math core will provide grade-level, standards-based instruction in Mathematics according to the California State Frameworks and Standards. The curriculum is designed to ensure that all students complete middle school Proficient in Algebra 1, and are ready for college-prep Math courses.

The Math curriculum at ACE Charter School looks to provide all students with the skills and knowledge to master grade-level state standards. The Math curriculum focuses on four key areas to ensure that all students, and especially students who enter the school performing below grade-level in Math, are able to reach proficiency and are ready for college-prep Math upon reaching high school. Those areas are:

1. *Arithmetic automaticity and ability to use key problem-solving algorithms*
   In describing the California State Framework in Mathematics, the California Department of Education comments that "Mathematics. . . is like an inverted pyramid, with the entire weight of the developing subject resting on the core provided in kindergarten through grade two, when numbers, sets, and functions are introduced. If the introduction of the subject in the early grades is flawed, then later on, students can have extreme difficulty progressing; and their mathematical development can stop prematurely, leaving them, in one way or another, unable to fully realize their potential."

The vast majority of students at ACE Charter School will encounter precisely this problem: their lack of mastery of early grades standards prevents them for succeeding in latter years. The Math curriculum at ACE Charter School is designed to best serve the students described here; therefore, a heavy emphasis is placed on mastery of the early grade standards which form the basis for all future success. Key focus areas in the Math curriculum include the mastery of the state standards in the areas of Number Sense (base-10 system, place value etc.), Proportional Reasoning (fractions, decimals, percents), and automaticity with arithmetic logarithms.

2. *Conceptual understanding and higher-order problem-solving skills*
   In order to focus on deeper comprehension of mathematical concepts, the Math curriculum will provide students not only with computational fluency but with the ability to articulate and explain how and why they reached an answer. Methods will include hands-on activities, classroom discussion about mathematical reasoning, and sufficient practice with open-ended, multi-stage problems to ensure that students can solve such problems with precision and fluency.

   Teachers will model mathematical concepts and "think aloud" as they do to make the invisible, internal thought processes involved visible and accessible to students so that they may begin to employ these processes themselves. Modeling will be followed by guided practice in which students "think aloud" and model mathematical thinking for their peers. Guided practice will be followed by independent practice, allowing the teacher to gauge individual students' mastery of the material.

3. *Math literacy skills to ensure that students can successfully collect and retain information, decode problems and strategize potential solutions*
   For the ACE Charter School target student, deficiencies in literacy skills have a significant impact on performance in Math. In order to address this, the Math curriculum will include elements that specifically and explicitly target Math literacy skills, including vocabulary, decoding of prompts and textbook explanations, and the comprehension and use of discipline-specific academic language. Another aspect of literacy development that will have a prominent place in the curriculum is the "functional" literacy necessary for the reading, analysis and use of graphs, charts, and/or tables. The literacy skills taught and reinforced in the Math class will mirror those literacy skills being taught across the curriculum.

4. *Algebra Readiness*
   As students approach grade-level proficiency, the focus of the Math curriculum will shift toward the explicit preparation of all students for college-prep Math courses in high school, specifically the mastery of Algebra. Some of the key elements of the development of Algebra readiness include: understanding multiple representations of data, functions, working with missing information through the use of variables, and inductive reasoning used to prove equations.

Currently, ACE Charter School has built its Math program around the Houghton Mifflin California Math Series for 5th and 6th grade and the Prentice Hall program for 7th grade Pre-Algebra and Algebra I for 8th grade. As the foundation for the school's Math program in 5th and 6th grade, the Houghton Mifflin California Math series allows teachers to provide students with differentiated instruction that not only remediates but also scaffolds basic math principles to reach higher-order critical thinking skills. The Houghton Mifflin series allows 5th and 6th grade teachers to place a strong focus on skill building, which is essential for students in their first and second year at ACE, while also incorporating problem-solving strategies while building automaticity in basic mathematical operations.

Once students enter 7th and 8th grade, the Math program shifts to the Prentice Hall Pre-Algebra and Algebra I series. The Prentice Hall series focused on continuing to build problem-solving skills while continuing to push students into their zone of proximal development as they reach Basic and Proficient/Advanced performance levels on the Math portion of the California Standards Test. The Pre-Algebra curriculum places an emphasis on spiraling basic skills throughout grade-level standards-based instruction in 7th grade so that when students enter the Algebra I course in 8th grade, they will have already demonstrated mastery of basic math operations, which are the foundations of success in Algebra.

Along with the state-board adopted materials from Houghton Mifflin and Prentice Hall, ACE plans to build its Math curriculum around the College Prep Math (CPM) program as a supplementary resource. Given ACE's target student, CPM allows teachers to differentiate their instruction while also reinforcing Math literacy skills. Through the CPM program, students are able to work collaboratively while solving word problems and simultaneously strengthening their reading, writing, and oral language skills in English. By combining basic skills and conceptual understanding of mathematical topics and problem-solving strategies, ACE's target students have the ability to balance mathematical automaticity with critical thinking skills. The CPM program also allows ACE teachers to implement a variety of teaching methodologies including but not limited to:
- Lectures and whole-class direct instruction
- Class discussions
- Group and individual manipulatives
- Structured study teams

Supplementary Materials to Support Differentiation
Supplementary materials in the Math class will bolster the teachers' ability to provide differentiated instruction to meet the needs of all students. The school also supplements its Math program with a rich array of additional materials and programs designed to meet the needs of the school's target students:
- *EPGY* is Stanford University's Education Program for Gifted Youth. It is a continuing project dedicated to developing and offering multimedia computer-based learning. Through the EPGY program, all students at ACE have access to differentiated math instruction that not only addresses remedial skills but also pushes students into their zone of proximal development. The simultaneous remediation and acceleration allows

for teachers to provide students with an individualized curriculum that allows them to move at their own pace within the scope of the California State Standards in Math.

- *CK12 FlexMath* is a web-based tool used to provide students in all grades with a clear path towards Algebra readiness. FlexMath offers a student-centered approach to Algebra proficiency that combines engaging lessons, interactive skill-building, and adaptive assessments. Currently, ACE primarily uses the PRIME curriculum for Math Intervention courses and is piloting the Algebra I curriculum for its 8th grade students.
- *Dreambox* is an online, computer-adaptive Math program that focuses on building K-3rd grade skills. This program, used in the Math Intervention and Core classes, provides differentiated instruction via online Math games that are tailored to individual student need. Student progress is measured via embedded assessments that teachers can access using a real-time student performance dashboard.
- *ETA Cuisenaire* gives teachers the opportunity to provide students with tangible resources to reinforce mathematical concepts taught in the core Math classes. Resources such as number tiles, tiles for measurement, number rods, and other tools are implemented in the Math core and intervention classes.

3. Science

The school's Science curriculum places heavy emphasis on learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. Students will acquire knowledge of the biological and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying. Other important outcomes are an understanding of the process of scientific inquiry, curiosity about the world around them, and the skills to comprehend informational text.

The science curriculum will introduce students to Integrated Science in the fifth grade, Earth and Environmental Science in sixth grade, Life Science in seventh grade, and Physical Science in eighth grade.

Teachers model scientific concepts and "think aloud" as they do to make the invisible, internal thought processes involved visible and accessible to students so that they may begin to employ these processes themselves. Students have opportunities to practice their own "think aloud" work and display their ability to use scientific thinking to their teacher and peers. This is done in written form via lab reports, orally during in-class presentations, and experientially during whole-class and individual science investigations.

This combination will allow our students both to understand science by doing it, and also to access scientific concepts and academic language at their current reading level. The implementation of literacy teaching strategies and content used elsewhere in the curriculum will also play an important role in the Science curriculum. For example, teachers may

incorporate fictional and expository text into their science instruction. In addition to the use of leveled readers, students will regularly be required to write both fiction and non-fiction text in relation to their experiments. Vocabulary, decoding, and other comprehensions strategies used in the Science class will mirror those used in students' other courses.

ACE Charter School implements a standards-based Science curriculum which blends hands-on scientific inquiry with study from the textbook and leveled readers. Currently, ACE is piloting the Holt Science Series in fifth through eighth grade as the foundation of the science core and is using additional resources from RAFT (Resource Area For Teachers), Project Learning Tree, and the Full Option Science System (FOSS), an inquiry-based program.

4. Physical Education

For students who have a history of low achievement, the ACE Charter School academic day will be arduous. The PE program, based on the California State Physical Education framework, is designed to help students stay healthy and energetic as they tackle extremely challenging academic work. The PE program will also be linked with school-wide sports activities, including opportunities to participate on school teams.

In the fifth grade, students focus on manipulating objects with accuracy and speed. Fifth graders try to improve motor skills, celebrate successes, and show *Ganas* in everything they do. Students do activities in groups just like in their academic course work. At this level the concept of fairness is emphasized.

At the sixth grade level, the focus of PE is working cooperatively to achieve a common goal. Students at this stage combine skills in cooperative activities and support fellow students. At this level, students show *Ganas* by working together for a common goal.

The PE emphasis at the seventh grade level is meeting challenges and making decisions. Students are beginning to look for a sense of belonging, community, peer group, and team even as they are gaining more confidence in individual activities. It is here that individual risk taking and individual sports are introduced.

At the eighth grade level, teamwork is the focus. Students work toward a team goal over the long term, working together to solve problems. The emphasis in physical education moves toward team sports, including defensive and offensive strategies.

5. Advisory

Advisory is a once-a-week 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 a multi-year cycle. Although there will be a curriculum guide for Advisory developed jointly by school leaders and teachers, staff members will have wide latitude to tailor the time to the particular needs of the students in their group. The curriculum 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. Course materials may include texts related to character development, such as *Discovering Gifts in Middle School: Learning in a Caring Culture Called Tribes* (Gibbs) and *Character Building Day-by-Day* (Mather, Weldon, Braun), biographies of individuals who have overcome adversity and made significant contributions to society, as well as writings related to current events.

6. Elective Courses: Building Toward Critical Thinking Skills
For ACE Charter School 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 are concurrently enrolled in both intervention courses as well as electives. At any point throughout the year, all ACE students are enrolled in at least one elective course, either assigned or of their choosing. This is done to balance the academic load that ACE students already have, especially given the longer school day and longer school year.

ACE Charter School currently offers the following elective courses. Students will not take all of these courses simultaneously, but will cycle through as they move from grade to grade and/or exit intervention courses. The courses are:
- *Cultural Studies* is a course where students in fifth through eight 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.
- *Leadership Development* is a course that allows students in all grades the opportunity to participate in shared decision-making to positively impact the school community. Students learn the basic elements of an elected government and develop shared norms to benefit their peers and the community at large. Students 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.
- *Aztec Dance* is a new offering that ACE is preparing to launch. This course will teach students about traditional Aztec music, culture, language, and traditions. Students will also learn the meaning behind traditional Aztec dance and the significance of each step.

Students will also have the opportunity to learn how to make traditional Aztec instruments to accompany their dance performances.

- *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. The Yearbook class meets four times per week and 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 school year.

- *Health and Wellness* is a course offered in conjunction with Generations Community Wellness and Girls on the Move, a community organization focused on providing creative wellness solutions through community partnerships. This course allows students to explore their academic interests and talents, peer relationships, nutrition, and health.

- Technology
  1. *EPGY* is a course that allows students to receive accelerated or remediated instruction in Math in a technology-rich environment. Students are provided with a computer-adaptive curriculum that not only spirals previous year's content standards in Math but also presents students with challenging curriculum once they demonstrate mastery of previous content standards.
  2. *FlexMath Math Connections* is a web-based course that reinforces automaticity and basic math operations. The course content is aligned to the California State Standards and allows for students to practice arithmetic skills as a step towards Algebra readiness.

Throughout their course of study at ACE, all students are enrolled in at least one elective course. Students also have the opportunity to choose elective courses based on their availability throughout the year and the openings in their intervention schedules.

Visual and Performing Arts Experiences

Teachers in core and elective courses will integrate Visual and Performing Arts standards into their course curricula. Partnerships with arts organizations and professional development opportunities will equip teachers with the knowledge and skills to accomplish this integration. In addition to integrating the Visual and Performing Arts standards and frameworks into the broader curriculum, ACE Charter School plans to partner with community groups and organizations to provide Visual and Performing Arts educational experiences throughout the school day. ACE is in the process of designing the launch of these partnerships. Some possible activities and partnerships in each of the four arts disciplines include:

Dance	Mini-courses on Folklorico, Hip Hop, African Dance and Drumming, Ballet, Modern Dance taught by professionals from local performing groups and studios

Music	Mini-courses on Mariachi, Voice, Drumming, Keyboard, Chorus taught by professionals from local performing groups and/or volunteers from local universities
Theater	Mini-courses on drama, scriptwriting, and other aspects of theater taught by professionals from local performing groups and/or volunteers from local universities
Visual Arts	Mini-courses on Drawing, Painting, Pottery taught by volunteer artists or students from local universities
Multidisciplinary	Production of a school musical, including set design and creation; costume design and creation; vocal performance; choreography; acting

Interdisciplinary arts modules taught by volunteers from local arts organizations or universities |

Some of the groups ACE Charter School expects to pursue partnerships with include the Mexican Heritage Plaza, MACLA (a San Jose Latino arts organization), the Santa Clara County Office of Education, and Opera Cultura (a community-based fine arts organization),

Expected Instructional Materials for Core Curricula
The following chart details instructional materials that ACE Charter School expects to use in the Humanities, Math, and Science programs. ACE Charter School 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.

Instructional Materials Chart

Course	Primary instructional materials	Supplementary Student Materials	Supplementary Teacher Materials
Humanities Core	▪ History Alive! From Teachers' Curriculum Institute (SBE-approved primary instructional material) ▪ Leveled readers, tradebooks, novels	▪ 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) ▪ Standards Plus ▪ Bellworks	▪ *Guiding Readers and Writers*, Fountas and Pinnell ▪ *Words Their Way*, Bear et al ▪ *Words, Words, Words*, Allen ▪ *Step Up to Writing*, Auman ▪ *Six +1 Traits of Writing*, Culham ▪ *Literature Circles: Voice and Choice in Book Clubs & Reading Groups*, Daniels ▪ Texts for Guided Reading
Math Course	▪ California Math – 5th and 6th grade ▪ Prentice Hall – 7th and 8th grade	▪ Standards Plus ▪ Bellworks ▪ Math Connections (computer-based) ▪ Dreambox (computer based) ▪ EPGY (computer based)	▪ The Math Workshop – TBD ▪ Teaching Reading in Social Studies, Science, and Math – Laura Robb
Science	▪ Holt Science and Technology – Integrated Science ▪ Holt Science and Technology – Earth Science ▪ Holt Science and Technology – Life Science ▪ Holt Science and Technology – Physical Science	▪ Full Option Science System (FOSS) (UC Berkeley Lawrence Hall of Science)	• Teaching Reading in Social Studies, Science, and Math – Laura Robb • Reading Strategy Lessons for Science and Social Studies- Laura Robb

f. Instructional strategies to be used throughout the School and their basis in successful practice or research

Curriculum and Instructional Design
The academic program at ACE Charter School is a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for 5th-8th grade with the explicit purpose of helping all students reach grade-level proficiency by the end of 8th grade. The school model pulls together curricular and instructional practices proven most effective with predominantly low-income, English Learner students of color who are struggling academically. All teaching and learning is directed toward student mastery of the California State Standards, as well as key college-prep skills, learning strategies and work habits crucial for long-term academic success.

The curricular program is primarily driven by the prioritization of Power Standards according to the California Curriculum Frameworks. The school team selects a series of standards that allow for in-depth instruction; sub-standards are embedded in the instruction of strands and standards; all Power Standards are spiraled throughout the year.

Students will move through an age-appropriate curriculum for English-Language Arts, Math, History-Social Studies, Science, and Visual/Performing Arts at each grade level. The extended daily and yearly schedule will allow for additional academic programming and culture-building, personalized support systems, and activities to help students develop the personal skills and resilience they will need for college success.

At ACE Charter School, students will accelerate toward proficiency as a result of the school's two-pronged curriculum: 1) a rich, inclusive core curriculum directed at mastering grade-level standards, and 2) separate intervention courses and additional remediation and tutoring during T3, Saturday Academies, and the summer program. 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 E**.

At the same time as students are participating in these grade-level core courses, those students who are performing below grade-level in reading and mathematics participate in intervention coursework designed to bring them up to proficiency. Intervention courses in the T3 program include courses in Reading Comprehension, Foundational Math, English Language Development, as well as courses that focus on particular learning gaps revealed by ACE's diagnostic and formative assessments. These intervention courses are homogeneously grouped, based on ability. Students remain enrolled in T3 intervention courses until they have reached grade-level proficiency.

This two-pronged approach—heterogeneous groups in the core curriculum, with more homogenous, data-driven cohorts for remediation programs—gives students the time and tools they need to succeed. The previously low-achieving students at ACE Charter School will have both the individualized interventions that they must have to catch up, and the standards-based core coursework that will propel them to mastery of grade-level standards.

Standards-based Instruction vs. Intervention/Remediation at all Grade Levels

Grade-level, standards-based instruction	Remediation
- Humanities Core class for all students based on the California state frameworks and standards - Mathematics core class for all students based on the California state frameworks and standards - Science and PE for all students	- Reading, Math intervention courses for all students not reading at grade-level - Summer school intervention courses for all students not yet at grade-level - Literacy and numeracy interventions (traditional and computer-based) and tutoring during T3 and Saturday Academies - Additional push-in support for students requiring further intervention

Literacy Across the Curriculum

Improving student literacy is at the heart of all teaching and learning at ACE Charter School. In every discipline, in every unit, in every lesson plan, the improvement of student literacy is the central concern. This work is spearheaded by the Academic Dean, an administrator who is responsible for the development, implementation, and evaluation of the schoolwide literacy program, as well as conducting interventions when necessary for individual students.

The 2004 report from the Carnegie Corporation of New York and the Alliance for Excellent Education entitled *Reading Next: A Vision for Action and Research in Middle and High School Literacy* outlined fifteen elements of effective adolescent literacy programs. While implementing all fifteen of the elements is a challenge, as a school with a singular focus on student literacy, ACE Charter School will be able to build its program around these elements from the start.

In order to meet its goal of academic proficiency for students who by 5th and 6th grade have already fallen behind and are scoring at Below Basic or Far Below Basic on the English-Language Arts and/or Math section of the California Standards Test, the school will implement a three-pronged literacy program, based on the fifteen recommendations in *Reading Next*. The three elements of the literacy program will include:
- Reading intervention program in order to bring students up to grade-level

- Rigorous, standards-based Humanities Core interdisciplinary block in order to enable students to master grade-level content and skills
- Schoolwide reading and writing in the content areas program that integrates common reading, writing, and learning strategies and instructional practices across the curriculum

The following table contains a detailed account of the Fifteen Elements of Effective Adolescent Literacy Programs identified in the Carnegie report and how ACE Charter School will explicitly enact these recommendations:

Recommendation	Implementation
1. Direct, explicit comprehension instruction	- The *Successful Reader* program which will be used in the reading intervention class includes direct, explicit comprehension instruction in every lesson. - 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.
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 *Step Up to Writing* program.
3. Motivation and self-directed learning	- Motivation and self-directed learning are built into the ACE Charter School culture. By choosing to attend the school, students and families are committing themselves to the goal of academic success and to the core school value of *Ganas*. Teachers who choose to teach at the school are committing themselves to providing the instruction and support needed for academic success at ACE Charter School 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. In Social

	Studies, Science, and Math, students will have the opportunity to select research topics for themselves and design their own projects around those topics. 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.
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. ▪ The *History Alive!* materials that will be used in Humanities courses 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 the *Successful Reader* formative and summative assessments, will be referred by the reading intervention teacher for an PLP. ▪ If it is determined that a student needs reading intervention beyond the *Successful Reader* program, one-on-one or small group tutoring will be provided during the regular school day by a trained tutor during Tutorial. ▪ Regular assessment will be done to determine the efficacy of tutoring.
6. Diverse texts	▪ Classrooms have high interest, accessible texts in the form of primers, 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 the Accelerated Reader program.
7. Intensive writing	▪ The school will adopt *Step Up to Writing* as its school-wide writing program. All teachers will receive training and follow-up professional development in *Step Up to Writing*. 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, 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. ▪ Teachers will receive training in the writing rubric used by the state to score writing on the California Standards Test and in scoring writing according to that rubric. All student writing, schoolwide, will be assessed according to the state rubric or a modified version of it. Students will also be trained in using the rubric

	to guide and assess their writing. Teachers and students may make adjustments to the rubric based on their discipline or on the particular assignment.
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, word processing, and publishing written work. ▪ The school has a computer lab that teachers may bring their classes to for assignments, research, or the use of software for differentiated skills practice. ▪ Technology-focused electives will be offered for all students.
9. Ongoing formative assessment	▪ Teachers will conduct daily, informal standards-based assessment of students through the use of Quick Checks, Exit Tickets, and other formative assessment tools. ▪ Assessment data will be entered into the school's standards-based assessment software program in order to easily track, monitor, and report individual and collective student mastery of content and skills. ▪ The *Successful Reader* reading intervention program includes formative assessment with each lesson.
10. Extended time for literacy (2-4 hours)	▪ All students scoring at the Below Basic and Far Below Basic level of the California Standards Test in English-Language Arts will participate in reading intervention for 50 minutes per day in order to bring them up to grade level. ▪ All students will have a ~100 min. Humanities core. This will include 60-80 minutes of literacy instruction and practice. ▪ Students will receive additional reading and writing instruction in each content area class, with daily reading and writing in every course. ▪ The Accelerated Reader program 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 include: standards-based curriculum development and assessment; second language acquisition and instructional strategies that work with ELs; integration of English Language Development (ELD) standards into other course curricula; reading in the content areas; writing in the content areas; *Step Up to Writing*; and integration of test-taking skills into regular curriculum and instruction. ▪ Professional development will take the form of: training, demonstration lessons, collaborative planning, collegial observation and feedback, collaborative analysis and scoring of student work, and coaching
12. Ongoing summative assessment of students and programs	▪ 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. ▪ Summative assessment data includes: CST scores, grade-level writing assessment scores, CELDT scores, summative assessment data from the *Successful Reader!* reading intervention program and the math intervention program, End of Course exams, and the standards-based report card.
13. Teacher teams	▪ Teachers will have regular opportunities to plan together, to observe each other,

	to provide and receive demonstration lessons, and to analyze student performance.
	▪ Professional development will include opportunities for teachers to work in teams to plan instruction and examine student work.
14. Leadership	▪ The school will intentionally hire principals and teachers who have expertise in teaching reading and writing to all students.
	▪ The Principal and Academic Dean 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. A comprehensive and coordinated literacy program	▪ The school will be built around a comprehensive and coordinated literacy program led by the Academic Dean. The Academic Dean will lead the school's literacy team in creating a school-wide literacy program plan and timeline. The team will meet regularly to examine assessment data and ensure that the literacy program is meeting its objectives and make programmatic adjustments as necessary.
	▪ The Academic Dean will meet regularly with the Principal to 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.

Rationale for Humanities Core Interdisciplinary Design

Interdisciplinary cores most appropriately meet the developmental needs of middle school students. In such a core program, where two separate subjects are joined, students spend more time with one teacher, allowing them to spend less time figuring out teachers' instructional styles and expectations and classroom procedures and practices and spend more time learning. For English Learners (ELs), the benefits are even greater: thematic instruction contextualizes learning and provides ELs with multiple opportunities to understand and process new information.

Interdisciplinary core programs also take advantage of the connections between different subject areas to give students ample opportunity to develop problem-solving techniques and critical thinking skills across disciplines. The core structure provides greater opportunity to develop and implement curricula featuring project-based learning, real-world problem solving, and the development of research, analytical, and communication skills.

Extended Learning Time through T3

In addition to regular instructional time, ACE students receive additional instruction as follows in the T3 program. This time is not included in the calculations above.

1. Courses Taught by Partner Organizations:
- *Health and Wellness – Generations Community Wellness/Girls on the Move*: Students are provided an environment where they learn healthy habits, communication skills with peers and adults, as well as strong academic habits. Students are given the opportunity to attend field trips and to hear from motivational speakers.
- *Opera Cultura – MACLA*: Students have the opportunity to participate in a ten week course explores musical theater and opera through a cross-cultural lens. The program allows students to research their family history, prepare a short performance piece that includes music or dance, and to present their work to a live audience. Students not only work on their communication skills but also their skills in performance art.

2. Other Courses
- Tutorial – Students work with a trained tutor in a one to one or 3 to one setting to receive support in literacy or Math. Tutors are provided with individualized curriculum based on student need and conduct regular assessments to measure student progress.
- Computer-Based Learning – Students are given ample time to participate in technology-based courses throughout the school year. Courses include Math, Reading, and Phonics intervention. These courses are adaptive to student need and not only provide remediation but also acceleration so students can continue to demonstrate mastery beyond their grade-level standards.
- Study Hall – Students are taught study skills, organization techniques, questioning strategies, and strategies for successful homework completion, both inside and outside of school.
- Cultural Studies – Cultural Studies provides students a space to explore the contributions of ancient civilizations to the modern world. Students present their learning in a variety of mediums, including but not limited to sketching, sculpture, painting, collage, and/or performance art.
- Advisory – Advisory is a space where students can connect not only with a small group of students on social and emotional levels but also have the opportunity to form a bond with one adult on campus. That adult serves as the point person for the student and their family with regard to academic, social, and emotional matters. Advisory meets once per week for 40 minutes. Advisors and advisees also move throughout the grades as a cohort from the beginning to the end of their time at ACE.

3. Saturday School
At Saturday Academies, which occur at least once per month, students have time for additional remedial instruction, enrichment instruction, and academic workshops. These academies will be mandatory for all students who are performing below grade level, and open to all students at or exceeding grade level proficiency.

Sample Saturday Academy Schedule

Time	Class	Minutes
9:00-9:45 am	Literacy Workshop	50 minutes
9:50-10:40 am	Numeracy Workshop	50 minutes
10:40-11:10 am	Break	30 minutes
11:10-12:00 pm	Writing Workshop	50 minutes

4. Ganas Summer School

Summer school provides an opportunity for further remediation, regular instruction, and enrichment. Summer school runs for 3 weeks, 5 days per week. All incoming students and all students performing below grade-level proficiency must take part in summer school. Enrichment programs will be offered during the summer for students at or exceeding grade-level proficiency.

Sample Summer School Schedule

Time	Class	Minutes
8:30-9:00 am	Assembly	30 minutes
9:05 am-10:05 am	Humanities Block	60 minutes
10:10am-11:10am	Math Block	60 minutes
11:15am-12:00 pm	Electives (Cultural Studies, Drama, Sports, etc.)	45 minutes
12:00-12:30 pm	Lunch	30 minutes

g. Specialized instructional strategies to be used for Special Education, English learners, or other areas where specialized strategies may be employed, and their basis in practice or research

Special Education: Response to Intervention (RTI) Model

ACE Charter School uses the Response to Intervention (RTI) model to guide the design and implementation of interventions, as well as the identification of students to be recommended for assessment to determine eligibility for Special Education services. The RTI model, a general education, tiered model which involves progress monitoring at all levels and promotes the use of intensive, personalized interventions, smaller groups of students, and extended time, fits very well with the overall school design of the ACE Charter School. For further detail on RTI implementation, please see **Appendix C and D**, which includes documentation on the PLP/IEP process which places students in particular T3 program classes, as well as an overview of the T3 program, which includes the RTI program. ACE Charter School shall ensure that the RTI program is coordinated and aligned with County and SELPA policy.

English Learners

A significant segment of the school's student body (74% in 2009-10) will be English Learners (ELs). 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 have proven to be successful at providing EL students access to rigorous content and instruction while simultaneously building English language proficiency. In addition, the school will place significant emphasis on bridging the school-home gap with families whose first language is not English.

To ensure that the needs of ELs are met, English Language Development (ELD) standards are integrated into each course and teachers employ instructional strategies in their classrooms that have proven successful at enabling learning for ELs. For an example of how ELD standards are built into the ACE curriculum, please see **Appendix E** for an example of a teacher's Weekly Overview with clearly defined expectations for how ELD standards are to be embedded.

For students who exhibit the need for additional support, classroom-based interventions are implemented, along with supplementary instruction provided in the T3 program and intensive one-on-one tutoring provided by trained tutors. ACE Charter School's T3 program, especially the tutoring and computer-based instruction, enables greater personalization of instruction and improved identification of special needs, allowing for earlier intervention.

The overall model for English Language Development (ELD) at ACE Charter School will be the inclusion model of ELD. ELs will be enrolled and participate in a regular course of study along with all other students. ELs are held to the same high expectations as all students, while being provided with accommodations that assist them in reaching the expected standards and competencies. All courses will be taught in English. The English Language Development Standards for California Public Schools are integrated into the curriculum for each course. Extensive professional development in second language acquisition, strategies for providing effective instruction for ELs, the ELD standards, and the integration of those standards into each course curricula is a major emphasis of ACE Charter School's professional development program. Please see **Appendix F** for examples of professional development activities that focus on ELD inclusion.

h. A description of how each student's overall performance will be monitored, and how instruction may be supplemented or changed when appropriate

The ACE Charter School will monitor the performance of all students through the Personalized Learning Plan (PLP) process. The PLP process involves review student achievement data as well as the establishment of mutually agreed upon goals, based on the achievement data reviewed, that will ensure that the student is on a trajectory to achieve grade-level proficiency by the end of 8th grade.

The PLP plan will be developed for achieving those goals, including actions and interventions that will be taken by the student, teachers, parents/guardians, and school. The PLP plan includes all academic placement strategies, especially placement in the school's T3 offerings.

In addition, differentiated instruction in all courses is used to ensure that all students receive appropriate instruction to support them in the mastery of grade-level standards. The following chart provides an overview of how differentiation will be implemented across the curriculum:

Schoolwide Differentiated Instruction Overview

Course/Activity	*Differentiation for Low Achievers*
Humanities Core	- Flexible grouping - Tiered assignments in guided groups - Differentiated homework assignments - Use of instructional materials at a variety of reading levels - Supplementary instruction and one-on-one tutoring - Embedding of ELD standards into daily instruction
Science	- Flexible grouping - Tiered assignments in guided groups - Differentiated homework assignments - Use of instructional materials at a variety of reading levels - Supplementary instruction and one-on-one tutoring - Embedding of ELD standards into daily instruction
Math	- Flexible grouping - Tiered assignments in guided groups - Differentiated homework assignments - Use of instructional materials at variety of reading levels - Supplementary instruction and one-on-one tutoring - Embedding of ELD standards into daily instruction
English Language Development	Differentiation is built into the *Successful Reader!* curriculum
T3 Intervention	Differentiation is built into all T3 curricula
Saturday Academies	Additional opportunity to receive supplementary instruction and one-on-one tutoring

Summer School	▪ Additional opportunity to receive additional remedial instruction and one-on-one tutoring

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

1. T3 (Tutors, Technology, Teachers), where students receive individual guided practice and remedial coaching through work with tutors as well as computer-based courses. Teachers also provide some of the T3 intervention, especially in the areas of English Language Development and Reading Comprehension. The T3 time is explicitly designed to respond to student achievement data and target student areas of difficulty. Students will also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work.

Students are placed in T3 course offerings after each 8-week data cycle. After compiling benchmark data results, school staff:
- Identifies areas of need
- Identifies students who mastered/have not mastered assessed standards
- Students who have not mastered the content are placed in the appropriate intervention course
- Course curriculum designed given individual student need; shared with intervention course teacher or tutoring staff; allows for personalized intervention curriculum
- Instruction delivered according to areas of need identified by core teachers
- Student growth measured throughout 8-week using formative assessments
- At end of 8-week cycle, summative assessment administered covering areas of need; when students demonstrate mastery of content, moved into next phase of intervention or enrichment course; if student does not demonstrate mastery of content standards assessed, data re-analyzed to determine appropriate next steps for intervention

For an overview of this data analysis and response process, please see **Appendix G**.

2. Saturday School, where students receive additional coaching and practice time to learn school culture and master key standards. The Saturday sessions will occasionally include team-building and college-related activities, along with arts and enrichment programs.\

3. Ganas Summer School, a set of programs ranging from pre-5th grade orientation to accelerated opportunities for rising 8th graders. Summer programs will be differentiated to provide critical support for struggling students as well as acceleration and enrichment opportunities for students who have reached grade-level proficiency. For further information about our Summer School programs, please see **Appendix H**.

The small school model also ensures that teachers and administrators have sufficient time to differentiate and personalize their work with students.

i. A description of how each teacher's performance will be monitored, and how professional development and other resources will be targeted and used to improve instruction

Professional Development

For some examples of the ACE Professional Development program, please see the documents in **Appendix I**.

To ensure that it can reach its ambitious goal of academic proficiency for all students, ACE Charter School will implement an in-depth, sustained teacher training and coaching program that will include the following elements:

1. Standards-Based Curriculum and Assessment Development
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 curriculum mapping, lesson planning, assessment and grades. In addition, curriculum, instruction, and internal assessment must be aligned with the external assessments, such as the CST, used to measure the efficacy of the school's program as a whole.

Some key elements of the training and coaching teachers will receive toward the development of an effective standards-based curriculum include:
- Examination of CST tests, test blueprints, released test items, and student anchor papers to develop an understanding of assessment expectations
- Training in the integration of the ELD standards into each course curriculum
- Individual and collaborative planning time to create standards-based unit plans and lesson plans
- Support for development and implementation of a wide array of assessments, including a standards-based report card, classroom-based formative assessments, grade-level writing assessments, as well as any authentic assessments

2. English Language Development
Based on the ARUSD student population, it is anticipated that a significant segment of the school's student body will be English Language Learners (ELs). In order to effectively serve ELs, all teachers need to be considered and consider themselves ELD teachers. They need to have an in-depth knowledge of second language acquisition and instructional strategies that have been proven successful with ELs. Teachers need training and time in order to integrate ELD standards into their course curriculum in collaboration with colleagues.

Professional development activities in this area will include:
- Ongoing training, demonstration lessons, and coaching in the inclusion model
- Opportunity to learn and deepen their understanding of second language acquisition theory
- Coaching to support the integration of ELD standards into course curriculum through the use of such strategies as GLAD (Guided Language Acquisition Design).

3. Reading in the Content Areas
Teachers will become familiar with what proficient reading looks like at the middle grades level, and will be trained and coached in an array of specific instructional schoolwide strategies designed to develop proficient reading. Teachers will get ample planning time to create unit and lesson plans that integrate these strategies, along with time to share techniques and demonstrate the use of these strategies to their peers. For an example of this training, please see **Appendix J**.

4. Writing in the Content Areas
Teachers will become familiar with what proficient writing looks like at the middle grades level, and will receive specific instruction and on-going coaching in the *Step Up to Writing* and Six +1 Traits of Writing programs. Teachers will also learn to use the state writing rubric and anchor papers as an assessment tool as well as a guide in curriculum development. Teachers will have planning time to create unit and lesson plans that integrate these strategies, as well as the time to share techniques and demonstrate use of strategies in a lesson for the group.

5. Differentiation in the Mixed Ability Classroom
Teachers will receive training in strategies for differentiating within the classroom in order to provide all students with an appropriate level of challenge. Teachers will learn how to utilize strategies outlined in works such as *The Differentiated Classroom* (Carol Ann Tomlinson) and *Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention* (Fisher & Frey).

6. 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 a culture of achievement and respect for effort and incremental improvement.

Staff Development Activities
ACE Charter School has a comprehensive, ongoing staff development plan in place designed to ensure that all 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 includes:

- Daily individual and collaborative planning time
- Weekly professional development meetings—whole school or content area—to review schoolwide practices in reading, writing, ELD, test-taking strategies, standards-based planning, instruction, and assessment. Teachers will receive additional training and demonstrations by faculty regarding what is working in their classrooms
- Bi-monthly full-day day data analysis and professional development days,
- Coaching by Academic Dean and Lead Teachers, including observation, demonstration lessons, feedback

Teacher Evaluation and On-going Support

Teachers and staff will receive regular observation and feedback from the Principal, who is the school's educational leader, Academic Dean, who will have primary responsibility for school-wide teaching and learning initiatives, and Lead Teachers, who will ensure that instructional guidelines are being implemented effectively.

The teacher evaluation process will grow out of staff development activities. The school will develop a teacher evaluation rubric, based on the California Standards for the Teaching Profession, which will focus on assessing teacher effectiveness in helping students meet the school's mission. 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.

The Principal 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 will tailor 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 cycle of teacher evaluation is the following:

- Using the rubric based on the California Standards for the Teaching Profession, the Principal will observe and evaluate each teacher 2 times a year. The evaluation will consist of a rubric-based assessment of teacher performance, as well as an opportunity for a teacher to review the evaluation personally with the Principal.
- If a teacher should receive a "Needs Improvement" evaluation in any area, the Principal will develop an Improvement Plan for the teacher, as well as ensure that the teacher has access to all necessary administrative support to be able to accomplish the goals in the Improvement Plan.
- For teachers with an Improvement Plan, the subsequent evaluation focuses on the teacher's achievement of the particular goals of the Improvement Plan.

Some elements of staff development and teacher inservice will focus on areas where teacher evaluation indicates a need for further teacher support and training. Other elements of staff development will be determined by staff surveys administered bimonthly.

The timeline for teacher evaluations is 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

Please see **Appendix K** for supporting documentation for the ACE teacher evaluation process.

Staff Recruitment Plan
Hiring at ACE Charter School will be a collaborative effort of the school principal, families, and ACE staff. The school will seek candidates through staff recruitment organizations such as EdJoin, The Reach Institute, and Teach for America, as well as through word-of-mouth in ACE Charter School's extensive community network. All job interviews will include a demonstration lesson or presentation and community interview with staff and families.

j. Student outcome goals by grade level and by ethnic group how progress toward those goals will be measured, and how the results of those measurements will be used to improve instruction

ACE Charter School 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. The ACE Charter School 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 Outcomes: Individual Student	Assessment Tools
Proficiency in English-Language Arts	- CST scores in English-Language Arts - Performance levels on assessed standards in the Humanities Core, as reported on the standards-based report card *(Please see **Appendix L** for an example of the Standards-Based Report Card)* - Performance levels on grade-level school writing exams - Northwest Evaluation Association (NWEA) scores - Developmental Reading Assessment (DRA) scores
Proficiency in Mathematics	- CST scores in Mathematics - Performance levels on assessed standards in Math core courses, as reported on the standards-based report card - Northwest Evaluation Association (NWEA) scores - Formative assessments administered in computer-based Math intervention courses (Math Connections, EPGY, etc.)
English Language Proficiency for EL students	- Performance levels on the CELDT - CST scores in English-Language Arts - Performance levels on assessed standards in the Humanities Core, as reported on the standards-based report card - Performance levels on grade-level school writing exams - Northwest Evaluation Association (NWEA) scores - Developmental Reading Assessment (DRA) scores
Achievement of IEP goals for Special Education students	- CST or CMA scores - Performance levels on assessed standards in the core blocks, as reported on the standards-based report card - Performance levels on grade-level school writing exams

Use of Assessment Data to Improve Instruction

Student performance on all of the above assessments will be carefully disaggregated and shared with all staff to help teachers identify areas most in need of improvement, as well as the areas where particular program and curricular refinements would propel students to proficiency. This disaggregated data will be used to shape school practices to ensure that the school meets all significant sub-group achievement targets. For an example of the Benchmark Tracker, the document that administrators and teachers use to track day-to-day students progress, please see **Appendix M**.

As the school learns more each year about how its students perform on these assessments, teachers revise and refine the expected outcomes for each class, and work to create smooth transitions from one grade level to the next. This will guide the ongoing curriculum revision to be carried out throughout the school year.

Specific Targets for Students Achieving Proficiency in English-Language Arts, Math

Description of OQAY Growth Model

Students' yearly progress is measured by what ACE calls "OQAY (One Quintile A Year)" growth. The OQAY growth model defines the ACE target student's trajectory toward 8th grade proficiency. If a student is making yearly OQAY growth, then every year a student's performance on the CST improves one quintile (i.e. from Far Below Basic to Below Basic, from Below Basic to Basic, or from Basic to Proficient/Advanced). Students at ACE are expected to make OQAY growth until they reach the Proficient quintile, which means they have reached expected grade-level proficiency. Please see **Appendix N** for an example of the OQAY Tracker, which allows teachers, administrators, students, and families to track students' progress toward OQAY growth with each benchmark test

Specific Targets for all Assessments

ACE Charter School will use the following assessments to gauge student progress toward mastery of the California State Standards and other benchmarks mandated by the state, district, or school. All of the following data will be used in the Personal Learning Plan (PLP) or IEP process to ensure that students are making appropriate progress toward grade-level proficiency.

Table of Expected Outcomes

The following is a summary of the expected student outcomes for the school's assessments. An explanation of each assessment follows this table.

Assessment	Expected Outcome
California Standards Test	Students will make OQAY growth yearly. This means they will improve by one performance level (i.e. Below Basic to Basic) on the ELA and Math CSTs each year until they reach the Proficient level and that they will maintain their proficiency once they achieve it.
CELDT Test	Students will increase by 1 or 2 performance levels each year on the CELDT until they reach English-language proficiency.
NWEA MAP in Reading and Math	All students will increase their reading level by at least 1.5 years as measured by the NWEA MAP assessment in Reading and Math.
Benchmark Assessments (BMK)	All students will demonstrate positive growth on Benchmark assessments throughout the school year; growth will be measured incrementally and will be tracked according to the students' PLP and academic performance milestones as developed by the PLP team.
End of Course Assessments (EOC)	All students will demonstrate positive growth on EOC's throughout the school year; growth will be measured incrementally and will be tracked according to the students' PLP and academic performance milestones as developed by the PLP team.
Practice California Standards Test (PCST)	All students will demonstrate positive growth on PCST assessments throughout the school year; growth will be measured incrementally and will be tracked according to the students' PLP and academic performance milestones as developed by the PLP team.
Standards-Based Report Cards	*For 5th and 6th graders*: A year-end standards-based course grade of 50% (Below Basic) or higher *For 7th graders*: A year-end standards-based course grade of 65% (Basic) or higher *For 8th graders*: A year-end standards-based course grade of 80% (Proficient) or higher
ACE Writing Snapshot	For each year of writing instruction, students' writing will improve by at least one performance level based upon the CST Writing Rubric until achieving grade level proficiency.

ACE Charter School will also implement the state-mandated Physical Fitness Test at the grades and times defined by the state.

Explanation of Assessments
The following is a detailed explanation of what each of the above assessment entails, and how ACE Charter School will use the results of these assessments.

1. California Standards Tests
The California Standards Tests (CST) are criterion-referenced, standards-based exams that demonstrate student mastery of grade-level content and skills. CST data will be the most important way for the ACE Charter School to measure the overall efficacy of its program, and will be used as a primary driver in on-going curriculum and program development and refinement.

ACE Charter school will use CST 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.

2. 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 Charter School 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.

3. NWEA – Measure of Academic Progress (MAP) Assessment
One of the assessment tools that ACE Charter School 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 Charter School 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 California Standards Test (CST) 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 reteaching or acceleration as needed. Training in using NWEA 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 3x per year (October, January, June) by the Computer Lab Coordinator (CLC). The CLC will generate reports from NWEA that includes student performance data for each test administration, which will be 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 tutorial sessions led by Tutors. This data will also be used to inform student assignments to the RtI program and guided groups in all core classes.

4. 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 tutorial sessions led by Tutors. This data will also be used to inform student assignments to the RtI program and guided groups in all core classes.

5. 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 2011-2012 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.

6. Practice California Standards Test (PCST)
Practice California Standards Tests (PCST's) will be administered 2x per year (December, March) to gauge student progress towards mastery of grade-level standards. The PCST will include all standards that are tested on the CST and will be patterned after the CST Blueprint for each respective content area. PCST data 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 RtI assignments for the subsequent data cycle as well as guided groups in core classes.

7. Standards-based Report Cards
Standards-based assessment data from classroom tasks and assessments is recorded and funneled to a standards-based report card. The report card details the grade-level content and skills each student has mastered and to what degree of proficiency.

Standards-based report cards are used to monitor student mastery of course content and overall course performance. Course grades are used as promotion benchmarks. Teachers use class course performance to inform instructional planning. The school as a whole uses standards-based report card data to evaluate the efficacy of the program.

Report cards will be generated 4x per year (October, December, February, June). They will be analyzed by the Admin Team after each report card cycle to track student progress towards 80% mastery and to inform RtI curriculum. This data will be disseminated to Teachers and Tutors so as to inform content for guided groups during core and small-groups during tutorial.

8. Grade-level Writing Assessments
Writing is central to the curriculum at ACE Charter School. 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 CST at grades 4 and 7. The assessments will be scored using the rubric used to score the CST 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 2x per year (September, May) in Humanities classes and will be scored using a 5 point rubric based on the 6+1 Traits of Writing. 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.

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. 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.

Cycle	Assessment	Due Date	Notes
Cycle 0: July 5 – August 27	NWEA #1	July 23rd	All students
August 9th: Report due to ACE Board of Director			
Cycle 1: August 30 – October 21	DRA #1	September 1 – 30	All students
	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 & Planning Day			
October 25th – Report due to ACE Board 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 Day			
January 3 –Planning Day			
January 20th: Report due to ACE Board of Directors			

Cycle 3: January 4 – February 10	NWEA #3	January 4-7	All students
	DRA #2	February 7-10	For 4th grade and below
	Benchmark #3	February 7 – 10	Cumulative
	DATA Tracker Due	February 11	Update with BM 3 data

February 11 – Data Analysis & Planning Day

February 11th – Report due to ACE Board of Directors

Cycle 4: February 21 – March 31	Report cards due	February 23	
	Student-Led Conferences	February 28 – March 4	Minimum Days
	Pre-CST #2 (Benchmark #4)	March 28 – 30	As proxy for Benchmark 4
	DATA Tracker Due	April 1	Update with BM 4 data

April 1 – Data Analysis & Planning Day

April 1st: Report due to Academic Performance 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 Day

June 10th – Report due to ACE Board of Directors

k. A description of the overall approach of the School, and how the School's approach will be monitored and modified to improve student achievement (will the School employ School Plan, a Curriculum Audit and/or other school planning process? Who will be involved?)

The overall approach of the ACE Charter School is to develop an academic program and curricula that will propel previously low-achieving students to grade-level academic proficiency by the time they leave the school. The key elements of this program, as well as the metrics used to evaluate the success of the program, are measured through the ACE Key Performance Indicators (KPIs). Progress toward these KPI's is monitored in a series of "dashboards" which are designed for different audiences.

The most high-level dashboard is part of the public documentation generated for each bi-monthly meeting of the ACE Board of Directors. This dashboard provides a regular, comprehensive look at the most important elements of both academic and operational metrics. This dashboard is made available to the public at the meeting and on the school's website (www.acecharter.org), and is provided in a timely fashion to the County Office of Education. It is the role of the Academic Performance Committee to monitor the effectiveness of the school's academic plan, to judge whether the school is making timely progress toward achieving the KPIs, and whether the school's allocation of resources is commensurate with the academic and programmatic priorities of the school.

For documentation of ACE's KPI's and Dashboard, please see **Appendix O**.

In order to monitor the effectiveness of the ACE plan to achieve its KPIs, the school will conduct a yearly performance audit to measure school achievement and identify areas for growth. The results of this performance audit will be used to guide the on-going development of the school plan, as well as program and curriculum development.

School Accountability Report Card (SARC)
On or before April 30 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 the following elements and may present additional pertinent information at its discretion:

- Contact information for the School, including school name, principal, street address, phone and fax numbers, e-mail address, and CDS code.
- School description and mission statement.
- Description of opportunities for parent involvement.
- Demographic information, including numbers of students in each grade level, and number and percentage of students in each racial and ethnic subgroup as reported by CBEDS.
- Description of School climate and safety, including the content and currency of the comprehensive safety plan, the School's efforts to create and maintain a positive learning environment, and the number and percentage of suspensions and expulsions of the total enrollment.
- Academic data, including (1) the percentage of students achieving at the Proficient or Advanced level on the CST by grade level and subject, as well as school wide and by significant subgroups, (2) percentage of students scoring at or above the 50th percentile on the CAT/6 by grade level and subject, as well as school wide and by significant subgroups, (3) percentage of students meeting fitness standards in total, by grade level, and by gender on the California Physical Fitness Test, (4) data from local assessments, if available, reporting the percentage of students meeting or exceeding the standards, benchmarks, and/or outcomes measured by the local assessment.
- Academic Performance Index (API) data, including (1) school wide API base and growth scores, growth targets, statewide and similar schools ranks, and percent tested over the

last three years, and (2) API base and growth scores and targets for significant subgroups over the last three years.

- Adequate Yearly Progress (AYP) data, including (1) whether AYP criteria were met school wide, and (2) participation rates and percent proficient or above both school wide and by significant subgroups.
- Information regarding whether the School is in Program Improvement and in which year.
- Dropout and graduation rates for the last three years
- Average class size.
- Number of teachers as reported by CBEDS, and the number of NCLB compliant teachers teaching core academic subjects.
- Information about the procedures and criteria for teacher evaluations.
- Information about the structure of the School's instructional program, including professional development, number of instructional minutes offered, and number of and reasons for minimum day schedules.
- Total dollars spent by the School and dollars spent per student.
- Data regarding parent satisfaction with the School.

l. If the School is a high school, a description of the School's graduation requirements, how student progress toward graduation will be monitored, and steps that will be taken for students not making adequate progress toward graduation

ACE Charter School is not a high school.

Attachment 5. ACE Charter School Recruitment and Enrollment Plan

Recruitment and Enrollment Plan Contents:

a. A description of the students the school intends to recruit

b. A description of the efforts the school intends to use to recruit intended students

c. The projected number of students, by grade level, for the coming school year and two additional subsequent school years

d. The projected number of students, by ethnic category, for the coming school year and two additional subsequent school years

e. A description of the process that the school will use to register and enroll students

f. A description of the process the school will use if more or fewer students register per grade level than projected (including lottery and preferences, if any)

g. A description of the process the school will use if more or fewer students register per ethnic category (including supplementary recruitment efforts, if any)

a. A description of the students the school intends to recruit

ACE Charter School is a small college-prep 5th-8th grade middle school serving all students who wish to attend subject only to capacity. However, ACE Charter School shall actively recruit and focus its educational program on a student population which is performing significantly below grade level in English-Language Arts and/or Math. The school defines "significantly below grade level" as students whose scores on the English-Language Arts and/or Math CSTs are in the Below Basic or Far Below Basic range.

ACE Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations; ACE Charter School 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.

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. ACE Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

 a. Diphtheria.
 b. Measles.
 c. Mumps, except for children who have reached the age of seven years.
 d. Pertussis (whooping cough), except for children who have reached the age of seven years.
 e. Poliomyelitis.
 f. Rubella.
 g. Tetanus.
 h. Hepatitis B
 i. Varicella (chickenpox). Persons already admitted into California public or private schools at Kindergarten level of above before July 1, 2001, shall by exempt from the Varicella immunization requirement for school entry.

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 following conditions:

 a. The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must

contain a statement identifying the specific nature and probable duration of the medical condition.

       b. Parents may request exemption of their child from immunization for personal beliefs.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic for a TB Screening upon return. Only students who have been verified by a physician to return to school may do so.

Physical Examinations
All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from a family physician or through the services provided by the County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Children without a completed medical examination or a waiver will be denied enrollment to ACE Charter School.

ACE Charter School recommends that pupils undergo a yearly speech, hearing, and eye examination. If a child's medical status changes, a physician's written verification of the medical issue should be provided to the School, especially if it impacts school activities.

b. A description of the efforts the school intends to use to recruit intended students

Recruitment Strategy
The ACE Charter School recruitment process will be designed to enroll entering 5th and 6th graders who are below proficiency in Language Arts and/or Math. In order to effectively identify and attract low-performing students and their families, ACE Charter School has developed partnerships with community centers, churches and other organizations who work with local children and families. As a result of the partnership with these schools and organizations, ACE Charter School is able to hold numerous bilingual informational sessions for prospective students, widely distribute bilingual recruitment materials, and work to achieve racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of ARUSD.

ACE Charter School shall implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of 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 Charter School
- Public informational meetings with translators available for families

Public Outreach Campaign

ACE Charter School conducts a series of public outreach events, mailers, and other activities during its recruitment period. All ACE Charter School events and informational materials will be bilingual, and all recruitment activities will 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, St. John Vianney Church, Most Holy Trinity Church, the Boys and Girls Club, the City of San Jose Youth Centers, and Somos Mayfair (formerly the Mayfair Improvement Initiative). 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 the ACE **Student and Family Recruitment Plan** for 2010-11:

Target: To recruit 60 students in 5th grade and 150 students in 6th grade who are performing Far Below Basic and Below Basic in Math and/or English, plus a 10% waitlist in each grade. This means ACE must recruit a total of 66 and 165 students respectively by the last working day of April.

1. **2011-2012 Enrollment will be advertised in the following:**
   - Churches (Our Lady of Guadalupe, Saint John Vianney, Santee, etc.)
   - Cathechism Classes (Our Lady of Guadalupe, Saint John Vianney, St. Maria Goretti, etc.)
   - Community Centers (Mayfair, Alum Rock, MACSA, Grail, etc.)
   - Make announcements at Public Library events, post a large poster with information. (Alum Rock Library, Hillview, etc.)
   - Community events (For example, resource fairs)
   - Food and Clothes give away (Santee, OLG, Second Harves Food Bank, Hank Lopez, etc.)
   - ACE website will be updated with new Intent to Enroll Form, Information Sessions and advertise school tours.
   - El Observador Ad.

- Attend other Charter School's meetings (Rocketship, Leadership Public School, DCP, etc.) and meet with their recruiters for strategies.
- Send out Bulk Mail
- Mail current families for referrals. Include list of prizes per students referred.

2. **Recruitment Subcommittee**
This parent subcommittee, led by Community Outreach Coordinator, will strategize and attend recruitment events. Each member will commit to recruit at least ONE student per month. The subcommittee will meet once a month or as necessary. Each member will be given assigned recruitment event(s) to meet their individual target for that month.

3. **Materials that will be used during recruitment**
- Table Cloth
- Folding table and chair (need to purchase)
- Poster about ACE
- Intent to Enroll Forms and Fliers (Advertise Info Sessions and Frequently Asked questions)
- School Tour and more information sign-up sheet
- Clipboards and pens
- Business Cards

4. **Communication Methods and Frequency**
- Outreach Coordinator along with members of the parent recruitment subcommittee will attend recruitment events and distribute fliers starting in September through the last working day of April.
- Outreach Coordinator will hold bi-weekly Info Sessions for interested families.
- Outreach Coordinator will schedule and lead school tours.
- All applicants will receive a letter to inform them ACE has received their application.
- A lottery will be held the first of the month starting in March.
- Families will receive notification the following working day by mail and phone.
- New Student Orientation will be held the first week of May and one in June.

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

Admissions and Enrollment Timeline
The following are the approximate timelines for admission that ACE Charter uses. It is anticipated that this timeline will remain the same, but it may change over time.

- November-April: Bilingual information sessions, meetings with family groups, home visits
- November-February: Application materials sent to target students as well as interested families – open application period
- Last day of February: Application deadline
- First week of March: Public random drawing held, status of application mailed home to all students
- End of May and Early June: Enrollment seminars, family/student orientations held

c. The projected number of students, by grade level, for the coming school year and two additional subsequent school years

Growth Plan: 2010-11 to Capacity

Grade Level	2010-11	2011-12	2012-13	2013-2014
5th	64	60	60	60
6th	96	150	150	150
7th	93	93	135	135
8th	46	84	86	121
Total	299	387	431	466

ACE Charter School will grow to a capacity of 466 students in the 2013-14 school year. At capacity, ACE will enroll new students, and will continuously enroll vacated spaces due to attrition. The school expects to experience an attrition rate of 15% in grade 7 and 10% in grade 8. ACE Charter School will continuously review attrition rate data, and will adjust its projections should enrollment figures prove different in any way from initial projections.

As the school learns more about the particular attrition patterns in the community it serves, the preceding growth plan may vary somewhat. However, regardless of variations at individual grade levels, ACE Charter School is committed to the small-school model and will cap its enrollment at 475 students.

d. The projected number of students, by ethnic category, for the coming school year and two additional subsequent school years

The following table shows the number of students by ethnic category for the next four years; in 2013-14 ACE will reach its enrollment capacity. Projections for subsequent years are based on the percentage of students in each ethnic category in 2010-11.

Ethnic Category	2010-11 Percentage	2010-11	2011-12	2012-13	2013-14
American Indian	0.6%	2	2	3	3
Asian	1.8%	5	7	8	8
African-American	1.2%	4	5	5	6
Hispanic	94.5%	283	366	407	440
Pacific Islander	0.3%	1	1	1	1
White	1.2%	4	5	5	6
N/A	0.30%	1	1	1	1

ACE Charter School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of ARUSD. Because of the school's specific target student, the school's racial and ethnic balance may vary somewhat from the district as a whole.

e. A description of the process that the school will use to register and enroll students

Once the recruitment process has concluded, ACE Charter School will hold its public random drawing if necessary in the first week of March. The status of each student's application is mailed home to all families. Starting in the latter part of May and through June ACE Charter School will conduct enrollment seminars and family/student orientations.

Students on the waiting list are enrolled throughout the summer and the school year as spaces open up. All applications received after the March deadline are held on a space-available basis. In the case that the wait has been extinguished, those applications will be considered through a public random drawing for subsequent available spaces.

On an annual basis, ACE Charter School will determine its maximum capacity for student enrollment, on an entire school basis, by grade level, or both, if any.

Registration packets will be date stamped upon receipt. All forms will be checked for completion upon receipt by the school. Complete forms will be sorted by grade, and counted. Incomplete forms will be returned to the applicant parent or guardian for completion as soon as possible for resubmission. The school shall use best efforts to notify the applicant by phone or electronic mail, of the incomplete registration. ACE Charter School shall not be responsible for out of date or incomplete contact information. ACE will implement and adjust the process as needed to meet the needs of school, families, and authorizer.

1. Names and addresses of prospective students and their families provided by applicants in registration packets submitted for the initial year and new (non-returning) prospective students for the second year will not be disclosed by ACE Charter School. ACE Charter School may share non-personal information on the number of prospective students, their grades, and their attendance areas with third parties including Alum

Rock Union School District, the Santa Clara County Office of Education, and the California Department of Education.

2. In the event that capacity, as by determined by the ACE Charter School Board, is not met at a certain grade level, all students registering for enrollment into that grade will be enrolled and shall be considered an "existing ACE Charter School student" for purposes of this procedure.

3. In the event that the number of registrations exceeds capacity at any grade level, a random, public lottery will be held on a date and location that is published within the school community. The lottery shall be conducted as follows:

   a. Should more than one grade require selection by lottery, the order that grades are filled will also be determined by lottery.

   b. Enrollment for each grade will be determined in stages pursuant to the preferences described in the School's charter and the Memorandum of Understanding between the ACE Charter School and the Santa Clara County Office of Education. Preferences in the lottery shall be extended to the following, in order of priority:

      i.   Siblings of existing ACE Charter School students.

      ii.   Students who reside inside the boundaries of the Alum Rock Union School District.

      iii. All other students who reside in California

   c. Registration forms for each grade level will be separated into piles according to their preference stage/group and will be counted and numbered. If the number of registration forms in each stage would not exceed the grade's capacity, all students registering in that stage will be enrolled and shall be considered an "existing ACE Charter School student". When a stage is reached where the number of registration forms would exceed the grade's remaining capacity, the matching numbers assigned to the registration forms in that stage will be put into a "bingo ball" machine and drawn by a "third party" until capacity is reached. A student whose registration form number is drawn will be enrolled and shall be considered an "existing ACE Charter School student".

   d. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of the waiting list will be determined in the same stages as outlined above (registration forms will be redistributed into stages as necessary) using an identical method of placing the matching numbers assigned to registration forms

into a "bingo ball" machine by stage and drawing them until all registration forms have been ordered and placed on the wait-list.

    e. Registration forms for subsequent Enrollment Periods will undergo the same process. Registration forms for grades that are already filled to capacity shall be drawn as stated above for placement on the wait-list after the last name on wait-list that already exists.

4. Registration or wait-list confirmations will be mailed. Enrollment Packets will also be mailed once the lottery is completed and when every grade's enrollment has been determined and will consist of state-required information, such as immunizations and other School-generated forms.

5. If completed enrollment information is not submitted by the date required in the Enrollment Packet the student's slot will be forfeited.

6. Wait-lists will be maintained for the current enrollment year only. Wait-lists will not carry over to the following year.

7. Once placed on a wait-list, a student will remain on the list until one of the following occurs:

    a. The student is accepted into ACE Charter School as space becomes available and enrolls in ACE Charter School.

    b. The parent/guardian requests that the student be removed from the wait-list.

    c. The school year ends.

8. When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for the grade level. The notification will be mailed to the address on the registration form and will consist of a written offer letter along with a response form for the parent/guardian to return to ACE Charter School.

9. It is the parent/guardian's responsibility to update their contact information continuously with ACE Charter School. ACE Charter School shall not be responsible for failure to contact a wait-list parent due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:

    a. Accept the available slot. The Acceptance must be received by ACE Charter School within seven (7) days of the date of the offer letter in order for the acceptance to be valid.

b. Decline the available slot and be removed from the wait-list.

c. Decline the available slot and be placed at the end of the wait-list.

d. If ACE Charter School does not receive a response form within ten (10) days, ACE Charter School may deem the parent/guardian to have declined the available slot and remove the student from the wait-list.

e. If a space becomes available after the end of the previous school year, the timeline for responding will be at the discretion of the Principal/Administrator.

10. If the slot is accepted, the parent/guardian has fourteen (14) more days to return a completed enrollment packet and schedule a parent orientation and start date for the student or the slot will be forfeited.

11. If the slot is not accepted or a slot is forfeited due to late response form, enrollment materials or scheduling of a family orientation and start date for the student, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the wait-list is exhausted. Parents/guardians who have accepted enrollment but who have forfeited their "slot" due to late or missing enrollment materials or late scheduling of a parent orientation and start date for the student will have the opportunity to be placed on the end of the wait-list.

12. In the event a situation arises that is not covered by this procedure, the ACE Charter School Board of Directors will determine the fairest method for resolution of the issue.

f. A description of the process the School will use if more or fewer students register per grade level than projected (including lottery and preferences, if any), and g. A description of the process the School will use if more or fewer students register per ethnic category (including supplementary recruitments efforts, if any)

Significant deviations from our goals will be reason for ACE Charter School to considering re-examine its recruitment plan.

It is the intent of ACE Charter School to continue, in future years, with a comprehensive recruitment strategy in close collaboration with our community partners so that we will continue to attract a broad and diverse group of students.

Along with overall enrollment and ethnic category figures, ACE will carefully scrutinize the achievement levels of its enrolling students. Community-wide measures will be taken to ensure that the school is succeeding in its aim of serving low-achieving students.

Attachment 6. ACE Charter School Personnel Policies

a. The school's policy to protect the employment rights of employees who formerly worked at a public school district in California

b. The school's policy defining the school's position on collective bargaining

c. The school's policy defining the school's offerings of employee retirement benefits

d. The school's policy protecting the employment rights of persons in federally protected categories

e. The school's policy on criminal background checks

ACE Charter School has an Employee Handbook which is disseminated to all employees and is included in this section and will include, among other elements, all the information here.

a. The school's policy to protect the employment rights of employees who formerly worked at a public school district in California

All ACE Charter School staff are employees only of the ACE Charter School and shall have no right of return, employment, or gain of seniority at a school district or county office unless the employee requests and is granted a leave of absence by the district or county office pursuant to an applicable collective bargaining agreement and applicable district or county office policy and applicable law.

b. The school's policy defining the school's position on collective bargaining

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

c. The school's policy defining the school's offerings of employee retirement benefits

The ACE Charter School Executive Director is responsible for the implementation of financial procedures established by the ACE Charter School Board of Directors. ACE Charter School employees are paid according to a salary scale determined by the ACE Charter School Board of Directors. All ACE non-certificated Charter School staff participate in the federal social security system and a 401k defined contribution plan and/or employee payroll deferral plan as applicable to their position,. All ACE certificated Charter School staff participate in STRS as applicable to their position. ACE Charter School staff 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.

d.   The school's policy protecting the employment rights of persons in federally protected categories

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 Charter School shall keep such matters confidential and shall disclose information only as is necessary under the circumstances. Retaliation against complainants or witnesses is strictly prohibited.

e. The school's policy on criminal background checks

Employees and contractors of ACE Charter School will be required to submit to fingerprinting and a criminal background check and finish a criminal record summary as required by Ed. Code 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 Principal of the school shall monitor compliance with this policy and report to the ACE Charter School Board of Directors on a quarterly basis.

The ACE Charter School Executive Director shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee, if any, 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 Charter School:
The following are the legal requirements before the first day of employment at ACE Charter School:
a. A valid and current California State Teaching Credential for core academic teaching staff;
b. State and federal fingerprint clearance as required by law;
c. 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;
d. I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification;
e. A completed Employment Application for all staff;
f. Copy of teaching credential
g. Cover Letter;
h. Resume;
i. Complete W-4 & DE-4 Income Tax forms
j. Proof of Tuberculosis Clearance

Attachment 7. ACE Charter School Plan for English Language Learners

a. The school's plans for involving parents, staff, students, and/or community members in developing, implementing, and/or evaluating programs for English learners

b. The school's plans to properly identify, assess and report all students who have a primary language other than English

c. How the school's general funds will be allocated to meet the specific needs of English learners, and what additional or categorical funds will be used, if any

d. How the progress of English learners will be measured, and how those measurements will be used to improve the instruction and supplemental activities for English learners

e. What training will be provided for staff to ensure the effectiveness of the program for English learner students

f. How students will be placed in programs to assist English learners, and how parents can exercise their rights concerning student placements

g. How the effectiveness of the school's programs for English learners will be measured, and how those measurements will be used to improve the programs

Introduction: The ACE Charter School Plan for English Learners

A significant segment of the school's student body will be English Learners (ELs). 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 have proven to be successful at providing EL students access to rigorous content and instruction while simultaneously building English language proficiency. In addition, the school will place significant emphasis on bridging the school-home gap with families whose first language is not English.

ACE Charter School has the same goal for its EL students as it does for all of its students: proficiency in English-Language Arts and Mathematics, as measured by the CST, by the time they graduate and enter high school.

The school will comply with all applicable federal laws in regard to services for the education of English Language Learner (EL) students. All ELs at the school receive ELD through the integration of the California ELD standards into all course curricula. In addition, EL students benefit from intensive instruction and remediation during the intervention courses, one-on-one and small group tutoring, and computer-based learning opportunities.

Strategies for English Learner Instruction and Intervention

The overall model for English Language Development (ELD) at ACE Charter School will be the inclusion model of ELD. ELs will be enrolled and participate in a regular course of study along with all other students. ELs are held to the same high expectations as all students, while being provided with accommodations that assist them in reaching the expected standards and competencies. All courses will be taught in English. The English Language Development Standards for California Public Schools are integrated into the curriculum for each course. Extensive professional development in second language acquisition, strategies for providing effective instruction for ELs, the ELD standards, and the integration of those standards into each course curricula using the Guided Language Acquisition Design (GLAD) Model is a major emphasis of ACE Charter School's professional development program.

Project GLAD Approach

Project GLAD (Guided Language Acquisition Design) Model is a professional development model for teachers of English Learners in the area of language acquisition and literacy. The instructional strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. GLAD was developed and field tested for several years throughout many different districts and is based on years of experience with integrated approaches for teaching language. Tied to standards, the model trains teachers to provide access to core curriculum for all students.

GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. GLAD develops metacognitive use of high level, academic language and literacy. Teachers are provided with the instructional strategies, the theory and research that support the model, and the curriculum

model that connects with ACE's overall goals of academic and life-long success. Training in Project GLAD also allows teachers the opportunity to observe the strategies in a classroom where the model is implemented in real-time with students.

Best Practices to Serve ELs
The 2004 report funded by the Carnegie Corporation of New York entitled *Immigrant Students and Secondary School Reform: Compendium of Best Practices* outlines school structures, practices, and programs that are critical to and have proven successful at providing pathways, rather than barriers, to achievement for ELs. The following table summarizes how ACE Charter School has incorporated these findings into its design in the areas of: 1) School Structure, 2) Curriculum, and 3) Parent and Community Involvement. The table summarizes some of the elements which are described later in the section.

1. School Structure

The way in which a school is structured can have a significant impact on its effectiveness at building English language and overall academic proficiency for its ELs. Recommended practices in the area of school structure include:

Best Practice	Rationale	ACE Charter School Program
Small schools and small classes	Research shows that as school and class sizes shrink, opportunities grow, particularly for ELs and other low-achieving students.	ACE Charter School will be a small school with small classes, with a maximum of 460 students in the school and daily opportunities for small-group and one-on-one tutoring. Being a small school with extensive small-group and one-on-one tutoring opportunities will allow ACE Charter School to create greater personalization of instruction; more meaningful relationships between students and teachers and students and students; a more easily realized shared sense of purpose around the goal of high academic achievement; improved identification of special needs, allowing for earlier intervention; fewer classroom discipline disruptions; and greater teacher-parent contact.
Extended learning time	More time in school is particularly beneficial for ELs, as the development of the level of English language proficiency needed for academic success can often take between 5-7 years to achieve.	ACE Charter School will provide students with an extended day, extended week, and an extended year. Over the course of their 4 years at ACE Charter School, students will spend significantly more time in school than their peers at traditional schools.
Summer learning programs	In addition to extending learning time, summer learning programs eliminate the negative impact that summer vacation has been shown to have for ELs. The most effective summer learning programs for ELs are linked to the same standards and accountability that guide the academic year and provide continuity of format, faculty, and materials as the regular school-year curriculum.	The Ganas Summer program at ACE Charter School is a comprehensive part of the overall school structure and design. For incoming students, the summer program provides a jump start on beginning to make up academic shortfalls. Incoming summer school students will participate in reading intervention and mathematics intervention, in addition to opportunities for enrichment. For continuing students, the summer program offers opportunities for the extension of school-year learning, enrichment, and remediation.

Best Practice	Rationale	ACE Charter School Program
Implement the inclusion model of English Language Development (ELD)	In the inclusion model of ELD, ELs are enrolled and participate in a regular course of study along with all other students. ELs are held to the same high expectations as all students, while being provided with accommodations that assist them in reaching the expected standards and competencies.	ACE Charter School will implement the inclusion model of ELD. ELs participate in the school's regular core academic program. All teachers will receive ongoing professional development in ELD and will employ instructional strategies in their classrooms that have proven successful at enabling learning for ELs. ELD standards will be integrated into each course curriculum. Teachers at ACE Charter School are expected to hold or be working towards a CLAD or BCLAD certificate or an equivalent certification recognized by the California Commission on Teacher Credentialing.
Time for professional development, including training and teacher collaboration	Teachers of ELs need to have in-depth knowledge of second language acquisition and instructional strategies that work with ELs. Teachers need training and time in order to integrate ELD standards and strategies into their course curriculum in collaboration with colleagues.	ACE Charter School has a comprehensive professional development plan in place that includes training in second-language acquisition and instructional strategies that work with ELs. Professional development at ACE Charter School includes summer training; time for teachers built into the school day for individual and collaborative planning; weekly professional development meetings; monthly half day professional development; and observation and coaching by the literacy coordinator and peers.
Provide supplementary ESL instruction for students who need it	Students who are newly arrived to the United States or to the American school system and students who have not yet reached Intermediate or Advanced levels of English language proficiency may need supplementary, specialized ESL instruction in order to develop English language proficiency. This instruction should be aligned with the mainstream curriculum.	At ACE Charter School, students who score at the Beginning or Early Intermediate level on the CELDT and who are struggling to perform in their regular courses may require supplementary, specialized ESL instruction. These students will be enrolled in an ESL intervention course for their first year at the school. Additional ESL instruction may be offered as a pull-out program provided by trained ESL tutors under the direction and guidance of the Academic Dean and Lead Humanities teacher during the Humanities block, Tutorial, or Saturday Academies; as a one-on-one tutoring program with trained ESL tutors during Tutorial or Saturday Academies; and/or as an intensive summer program. Students may be given direct instruction, modeling, and guided and independent practice in the schoolwide literacy practices used at ACE Charter School in Spanish so that they can become proficient at using the strategy in their native language as a means to make it easier to use the strategy in English.

2. Curriculum

ELs face the challenge of simultaneously developing English language proficiency while conquering grade-level content and skills. Schools need to provide ELs with a meaning-based, context-rich, cognitively demanding curriculum that enables them to do both. Recommended practices in the area of curriculum include:

Best Practice	Rationale	ACE Charter School Program
Implement thematic, core block instruction	There are many advantages for ELs of thematic, core block instruction. Thematic instruction contextualizes learning and provides ELs with multiple opportunities to understand and process new information. Students spend more time with one teacher, allowing them to spend less time figuring out teachers' instructional styles and expectations and classroom procedures and practices and spend more time learning.	At ACE Charter School, all English-Language Arts and History/Social Science material is delivered in thematic, core blocks. Students also take Math courses in an extended block format. This enables students to focus more on content than on general classroom processes and procedures. Teachers spend more time with students, allowing for a greater knowledge of student performance and an enhanced ability to personalize instruction. ELD standards are integrated into each core block curriculum and ELD instructional strategies are employed by the teacher.
Implement schoolwide instructional practices and provide direct instruction in these strategies	The implementation of common instructional practices across all content areas enables ELs to focus on content learning rather than on the process of particular academic tasks. ELs also benefit from direct instruction in the learning strategies necessary for content area learning. Students are explicitly told the name of the strategy, why using it will assist their learning, and how to use it within the lesson context and across other contexts.	Teachers at ACE Charter School will utilize common literacy practices and learning strategies in their classrooms, including but not limited to pre-reading strategies, summarizing, active reading marks, the Step Up to Writing process, four-square note-taking, and Cornell Notes. They provide direct instruction in the use of these strategies. The use of the strategy is demonstrated and the "expert thinking" of the teacher is made visible to the students through think-alouds. Students are given ample opportunity to practice the strategy with the support of the teacher, peers, and scaffolding before being asked to use and apply the strategy independently. For those students having difficulty grasping the common practices, reinforcement workshops are offered during Saturday Academies. Strategy instruction in the student's native language may be offered for students at the Beginning or Early Intermediate levels of English language proficiency.
Provide Spanish for Native Speakers	Maintenance and further development of a student's native language enhances academic achievement, and is an asset for students in an global, multicultural, multilingual society.	As ACE Charter School grows to capacity, with the concomitant expansion of staff, it will offer Spanish for Native Speakers as an elective, either as a stand-alone class, as an element of the T3 enrichment program, and/or during Saturday Academies. Students will be given the opportunity to further develop their primary language while still working to achieve proficiency in English.

Best Practice	Rationale	ACE Charter School Program
Provide high levels of student interaction and hands-on, experiential learning	ELs need many opportunities to use their language skills for the purpose of negotiating meaning. For ELs, more academic talk results in more academic learning. In addition, hands-on and experiential tasks enable ELs to work with real objects and real problems and engage all of their senses in learning. Hands-on, experiential learning increases comprehensibility and engagement, which are particularly useful in building English language proficiency for ELs.	Teachers at ACE Charter School ensure high levels of student interaction by providing numerous and varied opportunities for oral language use in a variety of situations; providing opportunities for group work and cooperative learning in which students can both build and use oral language; providing instruction in effective participation in group discussion; and having students prepare and develop oral presentations. Thematic, core block instruction facilitates this kind of instruction.
Provide ample opportunities for ELs to show mastery of knowledge, skills on various forms of assessment	In addition to formal assessments (CELDT, CST, reading and math intervention assessments, and classroom tests and quizzes), ELs need opportunities to demonstrate mastery through alternative assessments.	Alternative assessments at ACE Charter School may include authentic classroom tasks, teacher observation, oral/verbal/visual representation, and anecdotal notes. The schoolwide exhibitions and student-led conferences also provide an additional avenue for ELs to demonstrate personal growth and academic success in real time. Students and teachers will have a variety of alternative yet authentic assessments to measure student progress which will be reflected in qualitative and quantitative ways via the standards-based report card.
Provide explicit, systematic instruction in word recognition, phonological awareness, fluency, and phonics	ELs are most successful at building their reading proficiency when they are enrolled in reading programs that deliver explicit, systematic instruction in word recognition, phonological awareness, fluency, and phonics.	ACE Charter School will implement a Reading intervention program that contains these elements. ACE is currently considering using the *Language!* Reading intervention program, which is approved by the SBE for use with ELs as one of its offerings in the T3 Program. ACE is also currently piloting the Successful Reader Program from Renaissance Learning to address the reading comprehension needs of English Learners. Along with these research-based programs, ACE is also implementing an in-house literacy curriculum that is being developed by the Academic Dean in consultation with the Lead Humanities Teacher. This curriculum is designed based on individual student need and is revised on a weekly basis according to student progress, as reported by ACE tutors and the student's core teachers.

3. Parent and Community Involvement
Supporting greater school involvement for all parents and the community is an important strategy for helping to close the achievement gap for ELs. Recommended practices in the area of parent and community involvement include:

Best Practice	Rationale	ACE Charter School Program
Provide parent outreach programs	Parents are a crucial component in the academic achievement of their children. The more they know about the expectations, challenges, and opportunities facing their children, the more able they are to be effective partners in their children's success in school.	ACE Charter School will provide extensive opportunities for parents to participate in the academic life of their students and the school. These include: 1) regular community exhibitions of student work, with school staff, families and community members using school-developed rubrics to assess student work; 2) home visits by teachers and school leaders to develop closer connections with families of struggling students; 3)regular evening Community Meetings for the whole family to encourage families and students to commit to the multi-step process of preparing for college success; 4) parent participation on Hiring Committees, with significant input from families on new staff and teacher hires; 5) discipline process which involves school-family meetings and student behavior contracts that involve the family in entire process; 6) regular teacher communication to families (letters and phone calls) to keep families abreast of student successes and problems
Communicate with families in native language	By eliminating the language barrier, parents are more able to participate in their children's education.	At ACE Charter School, all written communication will be made available in Spanish. The school will seek out bilingual faculty and staff to facilitate communication between families and school.
Encourage native language use at home	Being bilingual is an asset for students, promoting healthy family and community relationships and is a source of cultural identity and pride.	ACE Charter School will encourage and celebrate native language use at home.
Accommodate parents' schedules	In addition to language barriers, scheduling and transportation may be a barrier for participation in the life of the school for some parents.	ACE Charter School will vary the times or offer events and programs at multiple times and assist in coordinating transportation so that parents may participate in school activities to the greatest extent possible.

a. **The school's plans for involving parents, staff, students, and/or community members in developing, implementing, and/or evaluating programs for English learners**

The program for EL students will be developed, implemented, and evaluated through a collaborative effort of staff and families. The development of the process will be overseen by the Principal and the Academic Dean, who will have primary responsibility for the design and implementation of the EL program. Implementation includes a comprehensive program of staff development and the use of best practices in the classroom.

EL-specific interventions will be identified in the Personal Learning Plan process, and staff will work to implement the interventions mandated by the students' PLPs. It is through the PLP process that parents and families will have a significant impact on the school's EL program: providing feedback, ideas, and helping make choices for individual students. Evaluation of the program will occur through a careful analysis of disaggregated achievement data by teachers, staff, and the ACE Charter School Community Advisory Board.

The success of the program on the individual student level will be reflected in students' ability to meet the goals of their PLP.

Connecting With Individual Students, Families
Another important element of the ACE Charter School program which provides key support for EL students and families is the school's emphasis on bridging the school-home gap with families whose first language is not English. Some of the key school-wide elements in the school's program include:
- Hiring bilingual staff
- A positive learning environment where students feel safe and accepted
- Teachers with specialized training (CLAD, B-CLAD credentials or an equivalent certification recognized by the California Commission on Teacher Credentialing) in how to simultaneously teach grade level content and skills while building English proficiency (ACE Charter School expects to have 100% of teachers CLAD credentialed or possessing an equivalent certification recognized by the California Commission on Teacher Credentialing or actively working toward achieving this credential.)
- 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) to keep families abreast of student successes and problems
- Regular school meetings, student exhibitions to share, explain student work, school vision
- Consistent school-home communication in family's home language (home visits, teacher phone calls, meetings with administrators, etc.)

b. The school's plans to properly identify, assess and report all students who have a primary language other than English

Identification of English Learners

1. Home Language Survey
ACE Charter School will administer 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 referred to the Principal/Literacy Coordinator and the Personal Learning Plan process for the appropriate identification of services.

2. CELDT Testing
All students who indicate that their home language is other than English will be 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 Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

3. Development of EL program elements in student Personal Learning Plan (PLP)
Through the PLP process, students who are eligible to participate in the EL program will have a plan developed for him/her that addresses identified needs, including English language proficiency, academic experience, learning and environmental factors, academic data, classroom observations and teacher records, and parent feedback. The PLP group will meet at least twice annually to track student progress toward the goals defined in the PLP.

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
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage

All students who have been redesignated will continue to be monitored for a minimum of two years in accordance with existing California regulations and the federal No Child Left Behind (NCLB) legislation. Monitoring does not mean that the CELDT (e.g., scores on CST 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, they will be referred to the PLP Team to determine appropriate interventions.

c. How the school's general funds will be allocated to meet the specific needs of English learners, and what additional or categorical funds will be used, if any

The ACE Charter School model involves using funds from its general fund to support the following programs to support EL students: small group and one-on-one tutoring, extended learning time, extended summer programs, among others.

The ACE Charter School Community Advisory Board will make recommendations to the ACE Principal and other school decision-makers on how the EL program is to be modified and/or expanded to meet the specific needs of English Learners.

d. How the progress of English learners will be measured, and how those measurements will be used to improve the instruction and supplemental activities for English learners

For ELs 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. Key assessments in measuring the progress of English Learners includes California Standards Tests; the CELDT test; standards-based report cards; diagnostic literacy and numeracy tests; ongoing, classroom-based, standards-based assessment; grade-level writing assessments; and a variety of rubric-based authentic assessments such as oral presentations and writing assignments.

The results from all the above assessments are used in the Personal Learning Plan (PLP) process to track student achievement, and student performance on these assessments over time help guide the PLP committee in refining student goals and performance benchmarks.

To ensure that the needs of ELs are met, ELD standards are integrated into each course and teachers employ instructional strategies in their classrooms that have proven successful at enabling learning for ELs. For students who exhibit the need for additional support, classroom-based interventions are implemented, along with supplementary instruction provided through the T3 Program and intensive one-on-one tutoring provided by teachers and trained tutors. ACE Charter School's small size and individualized instructional approach enables greater personalization of instruction and improved identification of special needs, allowing for earlier intervention.

All students who have been redesignated will continue to be monitored for a minimum of two years in accordance with existing California regulations and the federal No Child Left Behind (NCLB) legislation. Monitoring does not mean that the CELDT (e.g., scores on CST 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, they will be referred to the PLP Team to determine appropriate interventions.

e. What training will be provided for staff to ensure the effectiveness of the program for English learner students

Based on the ARUSD student population, it is anticipated that a significant segment of the school's student body will be English Language Learners (ELs). In order to effectively serve ELs, all teachers need to be considered and consider themselves ELD teachers. They need to have an in-depth knowledge of second language acquisition and instructional strategies that have been proven successful with ELs. Teachers need training and time in order to integrate ELD standards into their course curriculum in collaboration with colleagues.

ACE Charter School plans to implement the GLAD (Guided Language Acquisition Design) model to train its teachers in delivering ELD in core curricular courses.

Professional development activities in this area will include:
- Ongoing training, demonstration lessons, and coaching in the GLAD model
- Opportunity to learn and deepen their understanding of second language acquisition theory
- Coaching to support the integration of ELD standards into other course curriculum

Staff Development Activities
ACE Charter School has a comprehensive, ongoing staff development plan in place designed to ensure that all 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 below details how each area of emphasis will be rolled out across the school and includes:

- Daily individual and collaborative planning time
- Weekly professional development meetings—whole school or content area—to review schoolwide practices. Teachers will receive additional training and demonstrations by faculty regarding what is working in their classrooms
- Regular professional development days during the summer and school year.
- Coaching by Academic Dean and peers, including observation, demonstration lessons, feedback

f. How students will be placed in programs to assist English learners, and how parents can exercise their rights concerning student placements

Based on the recommendations of their Personal Learning Plan (PLP), students who are still working toward English Proficiency will have access to ESL services and support during T3 time and other personalized interventions. In addition, newcomers at the Beginning and Early Intermediate CELDT levels will be placed in an ESL intervention class instead of a reading intervention class upon enrolling in the school. This will enable them to develop the full range of language skills needed for success in school. In their second year, these students will be placed into an appropriate level of reading intervention if necessary to continue to strengthen the development of their oral and written English Language skills

ESL Intervention
In addition to the integrated English Language Development that students receive in their core courses, students who are at the Beginning and Early Intermediate CELDT levels and who have been in the country for two years or less will be enrolled in an ESL intervention course. The ESL intervention course will utilize the California ELD framework and a standards-based ESL/ELD intervention curriculum designed to accelerate the development of social and academic language skills through content-based instruction.

After exiting the ESL intervention course, students will go on to enroll in reading intervention if necessary until they have reached grade-level proficiency in reading. Students who enter ACE Charter School at the Intermediate CELDT level or higher and/or students who have been in the country for more than two years will enroll directly in the reading intervention course. Once students have exited reading intervention, they will enroll in the Academic Literacy course designed to solidify their reading and writing skills.

Parents are notified of the results of language proficiency assessments and invited to participate in the Personal Learning Plan process. Program details are provided to parents (orally and/or in writing) in a language they can understand. At a minimum, these details include:

- The reasons for identification of the student as limited English proficient and in need of placement in an EL program

- The student's level of English proficiency
- Instructional methods to be used, and how these methods may differ from "regular" school programs
- How the program will specifically help the student learn English and meet grade-level academic standards
- Specific exit requirements from the program
- The right of parents to have their child immediately removed from the English Language instruction education program

g. How the effectiveness of the school's programs for English learners will be measured, and how those measurements will be used to improve the programs

In order to ensure that the school's programs for ELs are effective and implemented in a timely fashion, the ACE Charter School Community Advisory Board will review the school's EL program at least once yearly to evaluate the program and make recommendations to the school leadership. The evaluation process will focus on disaggregated data which highlights the progress of ELs in acquiring English proficiency as well as the performance of ELs on standards-based assessments. The evaluation will compare the performance of ELs to English-only learners, and will track student and schoolwide achievement over time.

Attachment 8. ACE Charter School SELPA Agreement

ACE will operate as a public school of the County for Special Education purposes pursuant to Education Code Section 47641 (b) unless it is approved as an LEA member of a SELPA in accordance Education Code Section 47641 (a) (described below). ACE Charter School shall comply with the applicable policies and procedures of its SELPA in identifying, assessing, and serving special education students in accordance with the IDEIA.

ACE Charter School shall comply with all applicable requirements of federal and state law concerning the education of children with disabilities, including the requirements of the Individuals with Disabilities Act (20 U.S.C. § 1401 *et seq*.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq*.). As stated herein, ACE Charter School shall implement a Student Study Team Process ("SST"), a regular education function, to monitor and guide referrals for Section 504 and Special Education services.

As ACE Charter School will be designated as a public school of the SCCOE for the purposes of special education services and funding, the following shall apply:

1. The Charter School shall adhere to the policies, procedures and other requirements of the Local Plan for Special Education and of the SCCOE regarding services to special education students.

2. Upon mutual written agreement and in accordance with the Special Education Local Plan, ACE and/or the SCCOE shall provide special education services to all special education students of the School consistent with the services it provides at its other public schools. Each year, the Charter School and the SCCOE will meet to determine the delineation of duties as between the Parties with regard to scheduling and coordination of IEP meetings, communications with parents, assessments, and the implementation of IEPs. ACE and/or the SCCOE shall be responsible for providing all appropriate special education and related services, including development of written IEPs, in accordance with all applicable state and federal laws for all students with exceptional needs. The SCCOE shall obtain state and federal special education funding allocated for Charter School students through the SELPA. Upon mutual written agreement and in accordance with the Special Education Local Plan the Charter School may provide reasonable and approved special education services in accordance with student IEP's directly and the SCCOE may reimburse the Charter School for the School's provision of such services. ACE Charter School shall cooperate with SCCOE and coordinate with SCCOE in the same manner as any other public school of SCCOE to ensure full compliance with State and Federal Law and the policies procedures of the Local Plan for Special Education and of the SCCOE.

3. Upon mutual written agreement and in accordance with the Special Education Local Plan, ACE and/or the SCCOE shall convene IEP team meetings, and shall ensure that IEP teams are informed of the School's instructional design, mission, and charter in the

development of IEPs. IEP teams shall include a representative of the ACE Charter School. ACE Charter School shall be responsible for having the designated representative in attendance at IEP meetings in addition to any representatives who are knowledgeable about the regular education program at the School. ACE and/or the SCCOE shall ensure appropriate documentation of the IEP process and ensure compliance with all parent and student rights. Decisions regarding eligibility, goals/objectives, program, placement and exit from Special Education shall be the decision of the IEP team. Services and placements shall be provided to all eligible School students in accordance with the policies, procedures and requirements of the SCCOE and of the Local Plan for Special Education. To the extent that the agreed-upon IEP requires educational or related services to be delivered by staff other than the School staff, the SCCOE shall provide and/or arrange for such services including, but not limited to, identification, evaluation, IEP development and modification, and educational services. The SCCOE shall, when necessary, initiate and pursue due process hearings and claims as needed to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, the SCCOE shall, in consultation with the School, defend all aspects of the claim. ACE Charter School shall cooperate with SCCOE in its defense of the claim.

4.   The County Superintendent of Schools or designee shall represent the School's special education interests and needs as it represents the needs of all schools in the SCCOE at all SELPA meetings. The SCCOE shall communicate to the School relevant special education issues, including SELPA decisions and policies, in the same way that it communicates such information to all other schools in the SCCOE. SCCOE and/or SELPA information and training opportunities regarding special education shall be available to School staff to the same extent that such information and opportunities are available to site staff at all other schools in the SCCOE. The SCCOE shall provide School staff the opportunity to represent their school at committee meetings of the SELPA to the same extent that such opportunities are available to COE site staff.

5.   ACE Charter School shall identify and refer students who have or may have exceptional needs that qualify them to receive special education services. The School shall follow the SCCOE policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs.   These policies and procedures will be in accordance with the IDEIA and California Law and SCCOE policy. ACE Charter School and/or SCCOE shall determine which special education assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the SCCOE's general practices and procedures, and applicable law. ACE Charter School shall provide any information requested by the SCCOE to make this determination. ACE Charter School shall consult with SCCOE staff when questions develop regarding initial assessements and subsequent asessessments of Special Education Students.

6. ACE Charter School recognizes and agrees that it is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information on any student enrolling from a non-SCCOE school.

ACE Charter School reserves the right to apply to any Special Education Local Plan Area (SELPA) in the state to operate as a local educational agency within the SELPA. If the School is admitted to a SELPA, and submits evidence of such admission to the SCCOE by March 15th, the School shall be designated as a local educational agency within that SELPA for the coming school year. Otherwise, the School shall be designated as a public school of the SCCOE. ACE Charter School agrees that any change in the School's SELPA affiliation or LEA status for purposes of special education shall require written notification to and approval from the SCCOE.

Attachment 9. ACE Charter School Maintenance, Safety and Long-term Facility Plan

Maintenance, Safety and Long-term Facility Plan Contents:

a. The address and phone number for the School

b. A sketch or drawing of the School's campus, indicating main office, classrooms, activity areas, lunch room, athletic fields, etc.

c. A statement of the School's seismic safety (structural integrity and earthquake preparedness)

d. The School's plan for natural disasters and emergencies (how the School will be evacuated, how parents will be notified, etc.)

e. The School's plan for training staff and students on safety procedures (including firedrills, workshops, etc.)

f. The School's maintenance plan, including how hazardous conditions will be identified and addressed

g. A statement of the School's long-term facilities plans, including potential renovation, additions, location changes, etc.

a. **The address and phone number for the School**

Current temporary main site:
ACE Charter School
480 McCreery Avenue
San Jose, CA 95116
(408) 729-3920

ACE currently occupies classrooms at the 480 McCreery Avenue address on the campus of the First Apostolic Church, as well as classrooms at the adjacent Chavez Elementary School, which is a school in the Alum Rock Union School District.

b. **A sketch or drawing of the School's campus, indicating main office, classrooms, activity areas, lunch room, athletic fields, etc.**

Please see attached map for McCreery Avenue and Chavez Elementary School sites (please see **Appendix P**).

c. **A statement of the School's seismic safety (structural integrity and earthquake preparedness)**

At the time of the submission of this document, ACE Charter School does not have a confirmed permanent site. Within 30 days of securing a site, the school will provide the Santa Clara County Office of Education with the above information.

ACE Charter School recognizes that there is a risk of significant seismic activity in ACE's area of operations. Therefore, ACE prepared a School Site Safety and Crisis Response Plan (please see **Appendix Q**) 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.

d. The School's plan for natural disasters and emergencies (how the School will be evacuated, how parents will be notified, etc.)

ACE Charter School 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.

e. The School's plan for training staff and students on safety procedures (including fire drills, workshops, etc.)

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 R**) 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 Charter School'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.

f. The School's maintenance plan, including how hazardous conditions will be identified and addressed

The specifics of the school's maintenance plan will be made available as soon as the school has secured an actual site. For the current 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 S**) 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 Business 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 Safety Committee.

Maintenance issues or unsafe conditions that cannot be immediately corrected by an employee or his/her supervisor should be reported to ACE's Safety Committee 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 Safety Committee, 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 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 any committee 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.

On a monthly basis, the Principal 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.

g. A statement of the School's long-term facilities plans, including potential renovation, additions, location changes, etc.

Overview of Plan to Secure Facilities
ACE recently 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 is in the process of securing financing to build a permanent site of approximately 18 classrooms, office space, and a multipurpose room. ACE has developed a preliminary plan for this permanent campus (please see **Appendix T**).

Until the permanent site is complete, ACE Charter School will present its Proposition 39 facility request annually to the Alum Rock Union School District within the timelines required by law. ACE Charter School shall ensure that prior to the commencement of yearly operations the school will secure a facility and such facility shall comply with local building and zoning ordinances and that the school has obtained permits under local ordinances for operating a school in such facility. ACE intends to secure a facility at least 90 days prior to the beginning of the regular school year. ACE will provide proof of appropriate permits no later than 30 days prior to operation unless otherwise agreed upon by the Santa Clara County Office and ACE Charter School.

ACE Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

ACE Charter School
List of Non-Core, Non-College Prep Course Offerings
2010-11 School Year

1. Physical Education   Mr. An Truong

2. Cultural Studies   Ms. Helene Ehrlich

3. Computer-Based Courses   Mr. Kennedy Bui
(EPGY, Math Connections, Lexia, etc.)   Ms. Crystal Lopez

4. Successful Reader (Reading Intervention Program)   This course is a non-core, non-college prep course taught in 2010-11 by the following credentialed teachers:
Ms. Joanne Lin
Ms. Courtney Hampson
Ms. Moneek Bhatia

Appendix B

ACE Charter School Daily and Yearly Schedule for 2010-11 School Year

ace CHARTER SCHOOL

2010-2011 Academic Year

Monday, Tuesday, Wednesday, & Friday

5th/6th grade	
Launch	8:15am-8:30am
1st	8:40am-9:30am
2nd	9:40am-10:30am
3rd	10:40am-11:30am
Lunch A	11:30am-12:00pm
4th	12:10pm-1:00pm
5th	1:10pm-2:00pm
6th	2:10pm-3:00pm
Break	3:00pm-3:15pm
7th	3:15pm-4:05pm
8th	4:10pm-5:00pm

7th/8th grade	
Launch	8:15am-8:30am
1st	8:40am-9:30am
2nd	9:40am-10:30am
3rd	10:40am-11:30am
4th	11:40am-12:30pm
Lunch B	12:30pm-1:00pm
5th	1:10pm-2:00pm
6th	2:10pm-3:00pm
Break	3:00pm-3:15pm
7th	3:15pm-4:05pm
8th	4:10pm-5:00pm

Thursday

5th/6th grade	
Assembly	8:15am-8:45am
1st	8:55am-10:00am
2nd	10:10am-11:15am
3rd	11:25am-12:30pm
4th (Advisory)	12:40pm-1:20pm
LUNCH A	1:20pm-1:45pm
5th	1:45pm-2:10pm

7th/8th grade	
Assembly	8:15am-8:45am
1st	8:55am-10:00am
2nd	10:10am-11:15am
3rd	11:25am-12:30pm
4th (Advisory)	12:40pm-1:20pm
5th	1:20pm-1:45pm
LUNCH B	1:45pm-2:10pm

ACE Charter School

2010-2011 School Calendar

July 2010

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	SS	SS	SS	SS	SS	17
18	SS	SS	SS	SS	SS	24
25	SS	SS	SS	SS	30	31

August 2010

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

5 F   1 M   Total: 6

September 2010

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

16 F   5 M   Total: 21

October 2010

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

16 F   4 M   Total: 20

November 2010

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

12 F   6 M   Total: 18

December 2010

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

9 F   3 M   Total: 12

January 2011

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

15 F   4 M   Total: 19

February 2011

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

10 F   4 M   Total: 14

March 2011

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

15 F   8 M   Total: 23

April 2011

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

12 F   3 M   Total: 15

May 2011

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

17 F   4 M   Total: 21

June 2011

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

5 F   2 M   Total: 7

Legend

- **■** School Closed
- **▨** Minimum Day
- **SD** Staff Development (no school for students)
- **SS** Ganas Summer School (7/12-7/29)
- **▢** Report Cards (10/22, 12/17, 2/11, 6/10)
- **◯** First and Last Day of School (8/24, 6/9)
- **△** Exhibitions of Learning (12/16, 6/8)
- **▽** Student-Led Conferences (11/1-11/5; 2/28-3/3)
- **☆** Saturday School

Full Days	132
Minumum Days	44
Total School Days	**176**

6/10/2010 9:51 AM

Appendix C

Personalized Learning Plan Protocol and Template

Personalized Learning Plan Protocol

Step	Owner
1. Review Explain Purpose of Meeting 2. Areas of strength for the student (at home and at school)	Academic Dean

3. Review Data - School
   a. Assessments/Grades
     • *What are areas of strength?*
     • *What are areas of growth?*
     • *What strategies/skills need to be taught or re-taught?*
     • *What are areas core teachers can work on? What are areas intervention/tutors should work on?*
   b. General Observations
     • *What is the student's behavior like in each class?*
     • *Trends (e.g. When it is time for SSR, student becomes disruptive.)*
     • *How does the student relate to their peers? Are there students he/she works well with?*
	Teachers/Advisor

4. Review Data – Home
   a. What are homework expectations?
     • What is the routine when the student gets home after school?
     • Where is homework being completed?
     • How long does it take on average for homework to be completed?
     • Do you check _____'s homework when he/she is finished?
     • Are there any distractions? (phone, computer, TV, iPod, etc)
   b. What is the student's behavior at home? (helpful, isolated, etc)
   c. Student share:
     • *In which areas do you feel confident?*
     • *Which areas frustrate you?*
     • *What do you do when you get stuck?*
     • *Do you ask for help? Why or why not?*
	Parents/ student

5. Establish Target Behavior and Goals • Goals from teachers/advisor • Goals from student • Goals from parent	Team
6. Personalized Learning Plan - Action Plan	Academic Dean

PLP for _____			
Student Name:	HR:	Current Grade:	
Test Scores:			
HW Effort:			
Classwork Effort:			
Asks questions in class or calls teacher for help?			
Works with partner?			
Strengths:			
Weaknesses:			

Intervention/Modification Ideas:

HW	Partner	Tutor
Electives	Parent	Basic Skills
Test	Test Review	Job
Teacher	Peer Tutor	Seat
Peer Check	CW	Computer

Goal (do what, how well, by when):
Math:

Humanities:

Science:

Follow up date:

Appendix D

T3 Program Documentation

Teacher Involvement

FBB/BB + IEP + CELDT 1/2   B   P/A

Design + Teach

Teacher-Led Intervention

Curriculum Design Only

RtI Tutoring

Tutor-Enabled Tech

None

Foundational Tech

Tutor-Designed Enrichment

Class Offerings by Partner Organizations

Remediation → **Acceleration**

T3 Model: Tutors, Technology, and Teachers

Goal – *What are our academic goals for all students?* *What is our goal for creating teacher "experts" in order to reach these academic goals?*	The goal of T3 is to accelerate and remediate student learning growth. The goal is three-pronged: Students will reach grade level through tutor-delivered, teacher-delivered, and technology intervention Students will maintain grade level through tutor-delivered, teacher-delivered, and technology through core instruction Students will exceed grade level through tutor-delivered, teacher-delivered, and technology enrichment				
Research and curriculum to support strategies *Mentor Texts?*	Response to Intervention (RtI): • Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention – Fisher & Frey	Data-Driven Decision Making: • 90/90/90—Doug Reeves • "Achieving with Data"—NewSchools Venture Fund	Reading Intervention: • Successful Reader—Renaissance Learning • Word Ladders—Scholastic	Math Intervention: • EPGY	•	•

	Key Performance Indicators *What will it look like when we are successful?*	**Tools for Measurement** *What will we use to measure our progress?*	**System for Measurement** *How will the leadership team and staff assess and plan according to feedback and data?*		
KPI #1:	1. All students will increase their reading level by at least 1.5 years as measured by the Developmental Reading Assessment (DRA).	DRA/ NWEA	DRA will be administered 3x per year (September, January, June) in Humanities classes and will be scored using the DRA Rubric, which includes 5 different categories for reading strategies. Humanities teachers will disseminate this data to other teachers so as to inform their planning. Humanities teachers will take this data to inform their guided reading groups, literature circle assignments, independent reading conferences, and reading mini-lessons throughout the year.		
KPI #2:	2. Teachers will keep track of 5-10 focal students to maintain academic growth	Focal student tracker	Teachers will meet monthly with focal students to track progress. Teachers use this data to inform their differentiated instruction.		
KPI #3:	3.Students are making constant growth on their basic skills in reading and math in their work with the tutor	Tutor 's record log	Students will demonstrate steady growth at an average rate of (.2 years) a month. Tutors share tutees' progress at data talks to inform classroom instruction.		

T3 Model: Tutors, Technology, and Teachers

KPI #4:	4.Students are making constant growth on their basic skills in reading and math in their work with technology	DRA/ NWEA	NWEA MAP will be administered 3x per year (October, January, June) by the Computer Lab Coordinator (CLC). The CLC will generate reports from NWEA that includes student performance data for each test administration, which will be 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 tutorial sessions led by Tutors. This data will also be used to inform student assignments to the RtI program and guided groups in all core classes.
KPI #5:	5. 50% of Basic students will participate in a variety of extracurricular activities including but not limited to: arts, science, technology, public speaking to enrich their learning experience.		
KPI #6:	6. 100% of teachers will implement RtI strategies in their classrooms and will make data-driven decisions at all times. 80% of teachers will receive a rating of Proficient or Above on the "Assessment: Monitoring and Follow-up" category of the Teacher Evaluation Rubric with no teacher receiving a rating in the category "Does Not Meet Standards."	Teacher Evaluation Rubric Observations RtI Strategies Inventory Checklist	Teacher Evaluation Rubric will be revisited when tracking teacher efficiency and differentiation to how frequently and effectively teacher uses RtI strategies and makes data-driven decisions. Lead teachers and Academic Dean will observe each teacher at least 2x per month and provide detailed feedback in writing to each teacher. The respective member of the Admin Team will then meet with the teacher to debrief the notes from the observation and clarify any misconceptions/questions from the teacher. The member of the Admin Team will then generate a list of action items with the teacher to highlight strengths as well as areas of growth. Any member of the Admin Team observing teachers during instruction or reviewing lesson plans will utilize the RtI Strategies Inventory Checklist to track the use of RtI strategies by that teacher.
KPI #7:	7. 100% of tutors will implement RtI strategies with their tutees and will make data-driven decisions at all times. 80% of tutors will receive a rating of Proficient or Above on the "Assessment: Monitoring and Follow-up" category of the Tutor Evaluation Rubric with no tutor receiving a rating in the category "Does Not Meet Standards."	Tutor Evaluation Rubric Observations Data Talks Basic Skills Inventory Checklist	The Tutor Evaluation Rubric will be revisited when tracking tutor efficiency and implementation to how frequently and effectively the tutor uses RtI strategies and makes data-driven decisions. Academic Dean will observe each tutor at least 2x per month and provide detailed feedback in writing to each tutor. The Academic Dean will then meet with the tutor to debrief the notes from the observation and clarify any misconceptions/questions from the tutor. The Academic Dean will then generate a list of action items with the tutor to highlight strengths as well as areas of growth. Tutors will sit in on data talks once a month to discuss their tutees' progress with teachers. Given the data, tutors and teachers devise action steps for the students and determine key responsibilities of each member of the RtI team. The Academic Dean will utilize the Basic Skills Inventory Checklist to track the use of strategies by each tutor.

T3 Model: Tutors, Technology, and Teachers

Key Performance Indicator	1. All students will increase their reading level by at least 1.5 years as measured by the Developmental Reading Assessment (DRA).					
Strategies: *Given the goal, where will you focus your efforts?* *How will you support all students to reach expectations in Key Performance Indicators?*	• Successful Reader All students in ELA intervention class (reading below grade level) 50 minutes, 4x a week	• Guided Reading All students participate in GR. Students reading below grade level should be in GR for 25 min at least 2x a week	• Differentiated HW Students have differentiated HW based on reading level and/or needed strategy practice	• SSR All students participate in SSR, and are held accountable for completing one book at their level every 2 weeks.		
Tactics, Actions, & Owner *Who will do what by when?*	• Intervention teachers are trained in SR program (Aug 17) • Intervention teachers use SR program daily to supplement their lessons in ELA	• Humanities (possibly Science?) teachers implement GR at least 2x a week during the first semester and 3x a week during the second semester • Teachers find age and content appropriate text to use for GR lessons	• Teachers will work with tutors to explain hw expectations • Teachers will hold high expectations for HW completion for all students • Teachers will assign HW based on level	• Student keeps log of books/pages read and parent signature • Teacher/student/tutor ensure that student is choosing book at appropriate level		

3

T3 Model: Tutors, Technology, and Teachers

Key Performance Indicator	2. Teachers will keep track of 5-10 focal students to maintain academic growth					
Strategies: *Given the goal, where will you focus your efforts?* *How will you support all students to reach expectations in Key Performance Indicators?*	• Teachers choose 5-10 focal students based on CST data (B or borderline P)	• Teachers/focal students share their goals/rewards/ deadlines (by mid-Sept)	• Teachers share information with grade-level team, Academic Dean, and tutors			
Tactics, Actions, & Owner *Who will do what by when?*	• Teachers fill out Focal Student Update chart (quarterly?)	• Teachers note which students are focals when looking at data (always)	• Tutors ensure they are working on goals set by teacher for Basic students			

T3 Model: Tutors, Technology, and Teachers

Key Performance Indicator	3. Students are making constant growth on their basic skills in reading and math in their work with the tutor.					
Strategies: *Given the goal, where will you focus your efforts?* *How will you support all students to reach expectations in Key Performance Indicators?*	• EPGY	•	• Phonics for Reading	• Word Ladders	• Prep time for tutor and integration into school culture	
Tactics, Actions, & Owner *Who will do what by when?*	• Teachers will diagnose what skills are needed (by the end of first month of school) • Tutors will work on scripted curriculum daily with students • Re-assess every 8 weeks	•	• Teachers will diagnose what skills are needed (by the end of first month of school) • Tutors will work on scripted curriculum daily with students • Re-assess every 8 weeks	• Teachers will diagnose what skills are needed (by the end of first month of school) • Tutors will work on scripted curriculum daily with students • Re-assess every 8 weeks •	• Tutors will have an hour a week to prep for their lessons • Tutors will attend staff meetings	

T3 Model: Tutors, Technology, and Teachers

Key Performance Indicator	4. Students are making constant growth on their basic skills in reading and math in their work with technology					
Strategies: *Given the goal, where will you focus your efforts?* *How will you support all students to reach expectations in Key Performance Indicators?*	• EPGY	•	• Successful Reader Students engage in book club and take comprehension and vocabulary quizzes online			
Tactics, Actions, & Owner *Who will do what by when?*	• Teachers will diagnose what skills are needed (by the end of first month of school) • Tutors will work on scripted curriculum daily with students • Re-assess every 8 weeks	•	• ELA intervention teacher uses SR with all Basic students • Students frequently assess their reading skills • Students are re-assessed every 8 weeks			

T3 Model: Tutors, Technology, and Teachers

Key Performance Indicator	5. Students will participate in a variety of extracurricular activities including but not limited to: arts, science, technology, public speaking to enrich their learning experience.					
Strategies: *Given the goal, where will you focus your efforts?* *How will you support all students to reach expectations in Key Performance Indicators?*	Art instruction	Technology Instruction				
Tactics, Actions, & Owner *Who will do what by when?*	Art instructor will incorporate reading into art instruction (extension activities)	• Tech teacher will implement Mavis Beacon to enrich typing skills and extend instruction from all content areas (typing essays, researching, etc)				

T3 Model: Tutors, Technology, and Teachers

Key Performance Indicator	6. 100% of teachers will implement RtI strategies in their classrooms and will make data-driven decisions at all times. 80% of teachers will receive a rating of Proficient or Above on the "Assessment: Monitoring and Follow-up" category of the Teacher Evaluation Rubric with no teacher receiving a rating in the category "Does Not Meet Standards."					
Strategies: *Given the goal, where will you focus your efforts?* *How will you support all students to reach expectations in Key Performance Indicators?*	• <u>Guided Groups</u> Teachers will work with small, flexible groups on a particular topic or skill	• <u>Centers</u> Students are allowed to review concepts learned during the day through games, manipulatives, and other enrichment activities	• <u>Pre-teaching</u> Teachers pre-teach a difficult concept or skill to students who might otherwise be unengaged or lost.			
Tactics, Actions, & Owner *Who will do what by when?*	• Teachers diagnose their students frequently (daily, weekly) through assessments and observations	• Teachers plan their lessons with differentiated instruction in mind. Plan for time with groups and time for students to work in centers.	• Teachers identify common misconceptions during introduction of new topics and students who would benefit from pre-teaching.			

T3 Model: Tutors, Technology, and Teachers

Key Performance Indicator	7. 100% of tutors will implement RtI strategies with their tutees and will make data-driven decisions at all times.					
Strategies: *Given the goal, where will you focus your efforts?* *How will you support all students to reach expectations in Key Performance Indicators?*	• Guided groups	• Scripted lessons for reading strategies	• Basic math skills			
Tactics, Actions, & Owner *Who will do what by when?*	Tutors receive training (by AD) on several topics: • Lesson planning • Mission at ACE • School-wide systems	• Tutors plan lessons weekly • Tutors assess student growth weekly • Tutors partner with teachers to plan and review data	• Tutors plan lessons weekly • Tutors assess student growth weekly • Tutors partner with teachers to plan and review data			

Tutor Evaluation Process

The Tutor Evaluation Rubric will be revisited when tracking tutor efficiency and implementation to measure how frequently and effectively the tutor uses learned strategies from training and makes data-driven decisions.

Academic Dean will observe each tutor at least 2x per month and provide detailed feedback in writing to each tutor. The Academic Dean will then meet with the tutor to debrief the notes from the observation and clarify any misconceptions/questions from the tutor. The Academic Dean will then generate a list of action items with the tutor to highlight strengths as well as areas of growth. If improvement is needed, tutor will be put on an improvement plan.

Tutors will sit in on data talks once a month to discuss their tutees' progress with teachers. Given the data, tutors and teachers devise action steps for the students and determine key responsibilities of each member of the RtI team. Tutors have also shown interest in attending IEP/PLP meetings in order to be informed and give information from their learnings with their assigned students.

Tutors will also share a Google document that lists the names of the students in the tutoring program and their CST level, benchmark data, EOC data, NWEA score, and DRA level. These will be used to determine whether or not the strategies the tutor uses are working or if they need to be revised.

Tutor Training

Tutors will be trained on several topics once a month. Before school started, they were trained on the history and mission of ACE and the OQAY model. In addition, they were trained on the behavior management systems, both the positive and the negative consequences. During the most recent training, they practiced administering DRAs in order to begin monthly assessments of their tutees, and in order to group students according to skill.

They were also trained on the Linda Mood Bell curricula of phonics and fluency, which they use twice a week. They were given binders with record charts, fluency passages, and sample worksheets with high frequency word lists as well as phonics practice. Tutors requested getting lesson plans in advance, so lesson plans are now given a week in advance of their actual use.

The other topics for the training are listed in another document, but ideally, the RSP teacher would also be a resource for training tutors on small groups and basic skill strategies.

	What	How	Time
ACE Charter Tutorial: Day 1 – Setting the Climate			

1.	Group Norms	a. Tell students why they are in your class. Tell students what you expect from them and what they should expect from you. Ask students why this class is important. Explain to student why this class will help them succeed and go to college.
		b. Tutoring Norms
		  i. Having a Check-in
		  ii. Be Respectful
		    1. Take Turns/ Raise Hands
		    2. One speaker at a time
		    3. Safe Environment/ TRUST
		    4. Allow teacher to teach
		    5. Allow students to learn
		  iii. Be Prepared to Learn
		    1. Be organized
		    2. Have your material
		  iv. Core Values: Show Ganas
		    1. Try your best
		    2. Accountability
		  v. Follow Directions
		  vi. Open communication
			10 min.

2.	Ice Breaker: Get To Know Each Other	a. Share things about yourself
		  i. Where did you grow up, how many siblings do you have, hobbies, favorite foods, music, and why you are teaching here at Ace.
		  ii. Ask Students to play 2 truths and 1 lie. Write down 2 truths and 1 lie about themselves and try to guess who belongs to which.
		  iii. Have your students share the same things you did.
			15 min.

3.	Reading Survey	a. Read survey and answer questions with students	10 min.
4.	Group Reading: Gauge Comprehension and Reading Levels	a. Group reading with students b. Review Vocabulary c. Stop to discuss clarity d. At the end review sequence, summarize story, make predictions and inferences, ask students what they thought of the reading	15 min.

Tutor Evaluation Rubric

	Expert 4	Proficient 3	Needs Improvement 2	Does Not Meet Standards
Planning and Learning	Anticipates misconceptions that students are likely to have and plans how to overcome them.	Anticipates misconceptions and confusions that students might have.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions students may have about the materials.
Student Management	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts tutoring rules and punishments.	Comes up with *ad hoc* rules and punishments as events unfold during the year.
	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful towards all students and builds positive relationships.	Is fair and respectful towards most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
Delivery and Instruction	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: "This is important, you can do it, and I'm not going to give up on you."	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
	Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort and *ganas*, they will get smarter.	Tells students it's okay to make mistakes; effective effort and *ganas*, not innate ability, is the key.	Tells students that making mistakes doesn't mean they're stupid; they can learn from errors.	Doesn't prevent many students from feeling embarrassed when they make mistakes in school.
Professional Responsibilities	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
Assessment: monitoring	Administers assessments (DRA, fluency, running records) on a weekly basis	Usually administers assessments on a weekly basis	Administers assessments on a bi-weekly basis	Frequently forgets to adminster assessments for students

Appendix E

Curriculum Development Model Examples

ACE 6th Grade ELA Pacing Guide '10 - '11

Top Ten-ish Standards	Data Cycle #1 8/24-10/21			Data Cycle #2 10/25-12/16			Data Cycle #3 1/4-2/10		Data Cycle #4 2/21-3/31		Data Cycle #5 4/11-5/20		Data Cycle #6 5/23-6/9
	Aug. (6)	Sept. (19)	Oct. (14)	Oct. (5)	Nov. (18)	Dec. (11)	Jan. (17)	Feb. (7)	Feb. (6)	Mar. (18)	April (15)	(15 but CST)	May/June (8)
Word Analysis 1.2 (figurative language): Identify and interpret figurative language and words with multiple meanings	School rules												Exhibition
Word Analysis 1.4 (context clues): Monitor expository text for unknown words or words with novel meanings by using word, sentence, nad paragraph clues to determine meaning	Procedures												Exhibition
Reading Comprehension 2.1 (informational texts/media): Identify the structural features of popular media and use the features to obtain information	Culture Building	newspapers, magazines, online	evaluate relevance, adequacy										Exhibition
Reading Comprehension 2.3 (main idea): Connect and clarify main ideas by identifying their relationships to other sources and related topics				main idea of a paragraph	main idea of a composition		relate main ideas						Exhibition
Reading Comprehension 2.5 (instructions/applications): Follow multiple-step isntructions for preparing applications													Exhibition
Reading Comprehension 2.8 (persuasion): Note instances of unsupported inferences, fallacious reasoning, persuasion, and propeganda in text													Exhibition
Literary Response and Analysis 3.4 (poetry): Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, reptition, and rhyme													Exhibition
Writing Conventions 1.1 (sentence structure): Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts				clauses	conjunctions, combine sentences								Exhibition
Writing Conventions 1.2 (verbs): Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects							perfect tenses	subject-verb agreement					Exhibition
Writing conventions 1.3 (punctuation): Use colons after the salutation in business letters, semi-colons to connect after independent clauses, and commas when linking two clauses with a conjunction in a compound sentence				colons, semi colons	commas								Exhibition
Writing conventions 1.4 (capitalization): Use correct capitalization													Exhibition
Writing conventions 1.5 (spelling): spell frequently misspelled words correctly													Exhibition
Writing strategies 1.2 (supporting details/conclusions/WRITE A 5 PARAGRAPH ESSAY): b)develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader c)conclude with a detailed summary linked to the purpose of composition		perfect paragraph	introductions	conclusions	5 paragraph essay								Exhibition
Writing strategies 1.6 (revision): Revise writing to improve organization and consistency of ideas wtihin and between paragraphs		edit paragraphs	match introductions	match conclusions	edit essay								Exhibition

Social Studies Units		EGYPT	INDIA	CHINA	GREECE		
							Exhibition

Cycle 1: EGYPT (Egypt, Mesopotamia, Kush)
- Geography: (1) Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
- Politics: (7) Understand the significance of Queen Hatshepsut and Ramses the Great.
- Economics: (2) Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
- Religion: (3) Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
- Social Structures: (4) Know the significance of Hammurabi's Code.
- Other: Trace the evolution of language and its written forms.

CYCLE 2: INDIA

Geography: (1) Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
Politics: (6) Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
Economics:
Religion: (3) Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
Social Structures: (4) Outline the social structure of the caste system.

CYCLE 3: CHINA
Geography: (2) Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
Politics: (5) List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
Economics: (7) Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
Religion: (8) Describe the diffusion of Buddhism northward to China during the Han Dynasty.
Social Structures: (4) Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

CYCLE 4: GREECE
Geography: (1) Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider
Politics: (3) State the key differences between Athenian, or direct, democracy and representative democracy.
Economics:
Religion:
Social Structures: (4) Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today
  o Trace the transition from tyranny and oligarchy to early democratic forms of government

Unit Title: <u>Basic Operations with Rational Numbers</u>   Subject/ Course: <u>Pre-Algebra</u>   Estimated Timeframe: 4 weeks

P1 Standard(s)	NS 1.0 Students know rational numbers expressed in a variety of forms.	**Bloom's** **III**
Summative Assessment(s)	Selected Response, Constructive Response, and Performance Assessment	
Essential Questions	• What does place value have to do with adding or subtracting decimals? • What's the purpose of having a name? Why not go through life without one? • What kind of information does a box-and-whisker plot give us?	

Related P2/P3 (discrete knowledge and skills)	**SMART Objectives** *Learning target: what students know and can do*	**Activities/Assessments** *Process: How instruction will get students to the target*
NS 1.4 Differentiate between rational and irrational numbers.	SWBAT… • distinguish a rational number from an irrational number • identify symbols that indicate when a number repeats a pattern and when it goes on forever without a pattern • identify the characteristics of a rational number and an irrational number	• create a Venn diagram that compares an air conditioner and an electric fan (intro to a Venn diagram) • create a Venn diagram that compares rational and irrational numbers (keep it ongoing as we move through NS 1.2/NS 1.5)
NS 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals). NS 1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.	SWBAT... • relate adding to "putting things together" • relate subtracting to "taking things away" • describe the negative sign as a symbol for "keeping track of different types of numbers", such as a number that represents "deficiency" and/or "something else that distinguishes itself from what the positive represents" • understand that the number line evenly spaces out numbers • <u>identifies negative numbers on a number line</u> • describe a fraction as being less than one • distinguish between a "fraction" and "fraction form" • reason why fractions need a common denominator when adding/subtracting fractions • multiply fractions	• Charades to demonstrate adding/subtracting • Let's Space Out! Making number lines that are evenly spaced out • Game: Not True, True! Every time a statement is read, you take a step to the right if it is true and a step to the left if it is not true (also a "get to know you" activity) • class game: one team is left (negative) side of class, another the right (positive); keep track of the points (introduction for adding positive and negatives) • Arrange yourselves! Class splits in half; each student has an integer and arranges themselves in order to make a <u>number line</u> • "The Master Piece" Students will look at a number line as if it was a piece of art, they'll observe the location of the fractions. Ms. Garcia will call it "Where are you fractions?"

	- understand why the reciprocal is multiplied when dividing fractions - <u>reduce fractions and create equivalent fractions</u> - distinguish a terminating decimal from a repeating decimal - describe the rationale for aligning the decimal points when adding/subtracting - understand that a terminating decimal as a divisor needs to be multiplied by 10, 100, 1000, etc. in order to make it a whole number - convert terminating decimals into reduced fractions by understanding that the whole number is in the ones, tens, etc. place and represents the whole in a mixed number and the decimal is the tenths, hundredths, etc. place and represents the fraction	- Students will have two cards: one says "fraction" the other "fraction form"; when shown a number, they will decide if it is a fraction or in fraction form - Division minute: worksheet with problems all with a dividend of one –to point out that all numbers divide by one equals the divisor. One friend says to another, Model: "You're my best friend!" and the other friend replies, "divided by one", what does she mean by "divided by one"? What is the friend really telling the other friend? (intro to adding fractions with common denominators) - I have three pieces of chocolate and you have three pieces of chocolate, but I have more –how can that be? (continue with common denominators) - Number One wears a Costume! - Adding Money: adding dimes together, pennies together, dollars together, etc. (place value and adding)
SDAP 1.3 Understand the meaning of and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.	SWBAT… - equate "data" as "information" - organize data from least to greatest - equate "minimum" with "least in value" - recognize that the minimum will be the value on the left when data is organized from least to greatest - equate "maximum" with "most in value" - recognize that the maximum will be the value on the right when data is organized from least to greatest - equate "median" with "middle value" - equate "lower quartile" as the median of the lower half of the data set - equate "upper quartile" as the median of the upper half of the data set - identify the minimum, maximum, median, LQ, UQ on a box-and-whisker plot	- What can you tell me about _____. What can you tell me about _____ now (after new information is added) e.g. what can you tell me about 12? Data set: 15, 19, 12, 14, and 17 What can you tell me about 12 now? - Going out to eat, let's pay the bill together! (average)

Teacher:
Class:

Week :
Essential Questions:

Monday 100 minutes	Tuesday 100 minutes	Wednesday 100 minutes	Thursday 65 minutes	Friday 100 minutes
Content Standards: ▪ Written Conventions 1.5: Spell frequently misspelled words correctly ▪ **P1:** 2.1 Structural Features of Informal Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information	Content Standards: ● FIELD TRIP	Content Standards: ▪ Written Conventions 1.5: Spell frequently misspelled words correctly ▪ **P1:** 2.1 Structural Features of Informal Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information ▪ SS Religion: Understand the relationship between religion and the social and political order in Egypt	Content Standards: ▪ Written Conventions 1.5: Spell frequently misspelled words correctly ▪ P1: 2.1 Structural Features of Informal Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information ▪ SS Religion: Understand the relationship between religion and the social and political order in Mesopotamia and Egypt ▪ Writing Strategies 1.2: Create multi-paragraph expository compositions	Content Standards: ▪ Written Conventions 1.5: Spell frequently misspelled words correctly ▪ P1: 2.1 Structural Features of Informal Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information ▪ SS Religion: Understand the relationship between religion and the social and political order in Mesopotamia and Egypt ▪ Writing Strategies 1.2: Create multi-paragraph expository compositions
English Language Development (ELD) Standards: ●	**English Language Development (ELD) Standards:**	English Language Development (ELD) Standards: ●	English Language Development (ELD) Standards: ●	English Language Development (ELD) Standards: ●
Differentiation strategies (what and for whom?)	Differentiation strategies (what and for whom?)	Differentiation strategies (what and for whom?)	Differentiation strategies (what and for whom?)	Differentiation strategies (what and for whom?)
SMART Objectives: "By the end of class, students will be able to…" ● Use the 5 new homophones in context ● Define the key terms for magazines ● Use the key terms for magazines to find information	SMART Objectives: "By the end of class, students will be able to…"	SMART Objectives: "By the end of class, students will be able to…" ● Define polytheism ● Describe the role of priests in Ancient Egyptian society and the religious role of the pharaohs in society ● Explain why priests and religion were important in Egyptian ● Write a four sentence summary about something they've read	SMART Objectives: "By the end of class, students will be able to…" ● Complete a SUTW outline for their religion paragraph	SMART Objectives: "By the end of class, students will be able to…" ● Write a rough draft of their religion paragraph ● Use four different types of transitions in their rough draft
Assessment: Students will demonstrate mastery of SMART objective by… ● Filling in the blanks of 5 sentences using the new homophones introduced ● Matching the magazine terms to their definitions ● Answering questions on a worksheet that requires students to use their knowledge of magazine terms to find information	Assessment: Students will demonstrate mastery of SMART objective by…	Assessment: Students will demonstrate mastery of SMART objective by… ● Listing 3 reasons why religion was important to ancient Egypt ● Completing a summary of a story read in class with a sequencing template (4 sentences)	Assessment: Students will demonstrate mastery of SMART objective by… ● Turn in a SUTW outline for their religion paragraph	Assessment: Students will demonstrate mastery of SMART objective by… ● Turning in a copy of their religion paragraph rough draft ● Highlighting the four transitions in their rough draft
Do Now ▪ Walk in silently ▪ Take out homework and put in right corner of desk ▪ Copy down the night's homework ▪ Start the Do Now		Do Now ▪ Walk in silently ▪ Take out homework and put in right corner of desk ▪ Copy down the night's homework ▪ Start the Do Now	Do Now ▪ Walk in silently ▪ Take out homework and put in right corner of desk ▪ Copy down the night's homework ▪ Start the Do Now	Do Now ▪ Walk in silently ▪ Take out homework and put in right corner of desk ▪ Copy down the night's homework ▪ Start the Do Now

Teacher:
Class:

Agenda		Agenda	Agenda	Agenda

Agenda
- Do Now/DOL (20)
- Word Work lesson (20)
- Magazines lesson (50)
- Exit ticket (10)

Word Work
- Powerpoint introducing new homophones (its, it's, there, they're, their)
- Add homophones to homophone log
- Come up with hand motions for the homophones
- Simon Says

Magazines Lesson

Introduction: Hook (5)
- Slide show with covers of different magazines (common, funny, obscure)

Accessing prior knowledge (10)
- KWL on magazines

Intro to new material (10)
- Powerpoint and guided notes on the features of magazines
- Point out similarities and differences between magazines and newspapers
- Show students the features in the copy of National Geographic – Egypt

Guided practice (10)
- Students do a scavenger hunt with the cover and table of contexts of the National Geographic magazine

Independent practice (15)
- Students complete individual searches with the Time for Kids magazine
- Pull IEP students to complete individual work with them

Closure: Exit slip/reflection of learning (10)
- Fill in the blanks with the new homophones
- Matching the magazine terms to their definitions

Agenda
- Do Now/DOL (20)
- Social Studies religion lesson (50)
- Reading strategy: summary (20)
- Exit ticket (10)

Social Studies

Accessing prior knowledge (7 min)
- Stop and jot: What happened to the Nile River every year? Why was this important to the Egyptians? Do you think the Egyptians could have survived without this event?
- Share response with partner

Intro to new material (15 min)
- Powerpoint with guided notes (foldable)

Guided practice (20)
- Using their notes, make a foldable that will help visually represent the relationship between the Nile flooding, gods, priests and pharaohs.

Closure: Exit slip/reflection of learning (8 min)
- 3 reasons why religion was important to the Egyptian government

Reader's Workshop

APK (3)
- Have students write a four sentence summary of their favorite movie (must include characters and events from the movie)

INM (3)
- Writing a summary is like summarizing your favorite movie. In a summary it is important to talk about what happened at the beginning, middle, and the end. It is also important to reference the characters in the story, as well as the setting.

GP (15)
- Read a story together (aloud)
- Teacher guides students in making a film strip with the four key events of the story
- Transfer the film strip to the graphic organizer by describing what is happening in each picture
- Students who finish early can turn it into a paragraph summary

Agenda
- Do Now/DOL (20)
- Writing – religion outline (45)

Writer's Workshop

Accessing prior knowledge (5)
- Students color code the SUTW outline (green, yellow, pink)
- Students fill in the topic on their outline (Religion in Egypt)
- Students brainstorm with a partner RDFs for religion

Guided practice (15)
- Class brainstorms RDFs for religion
- Class picks three

Independent practice (20)
- Students fill out the examples for each of the RDFS
- Students fill out the conclusion
- Teacher pulls students who struggled with last week's outline to work on the outline together
- Students turn in outline to teacher for teacher to read over/comment on if necessary
- Students may start writing their rough draft of their paragraph if they finish early

Agenda
- Do Now (5)
- Journal writing/Author's Chair (20)
- Friday Formative (30)
- Writing – religion rough draft (45)

Writer's Workshop

Intro to new material (10)
- Mini lesson on transitions

Guided practice (10)
- Pairs receive cut out piece s of paper with different transitions and have to put them onto the right column on their paper (T1, T2, T3, Conclusion)
- Class goes over correct answers and students glue the transitions into the correct columns

Independent practice (25)
- Students write rough draft of outline
- Rough draft must include 4 transition words
- Students turn in rough draft as exit ticket
- Pull students for writing conferences
- Students who finish early do SSR

ACE Charter School

"Do ordinary things extraordinarily well!"

Teacher: Week :
Class: Essential Questions:

Homework	Homework	Homework	Homework	Homework
• Predictions role sheet		• Summary role sheet	• Summary role sheet • Review worksheet for FF	• Summary role sheet • Rough draft of paragraph (if not finished)
Materials, equipment, and supplies: • Predictions role sheet • Magazine guided notes • Magazine power point • Magazine Group scavenger hunt • Magazine individual scavenger hunt • Copies of National Geographic cover/table of contents • Homophones powerpoint • Do Now/DOL	Materials, equipment, and supplies:	Materials, equipment, and supplies: • Do Now • Summary materials (film strip, reading, sequencing outline) • Summary role sheet • SS materials • Exit ticket	Materials, equipment, and supplies: • SUTW outlines • Summary role sheet • Homework sheet – review for FF • Do Now/DOL	Materials, equipment, and supplies: • Summary role sheet • Friday Formative • Transition activity materials • Transition activity column page

ACE Charter School   *"Do ordinary things extraordinarily well!"*

ACE Charter School - Lesson Plan

Teacher: Joanne Lin Class: 6th grade Humanities Date: _____

Established Goals/Standards:	Essential Questions or Habits of Mind:	Understandings: *Students will understand…*	Knowledge: *Students will know…*	Skills: *Students will be able to…*
• S.S 6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt	• Why would the Egyptian people allow for the pharaoh and priests to have such a strong hold over them?	• Egyptians believed that nature was governed by supernatural forces that only the pharaoh and priests could control	• The importance of the yearly flooding of the Nile to Egyptian livelihood. • The role of the pharaohs and priests in Egyptian society • Polytheism and how it affected Egyptian society	• Explain why priests and pharaohs were important to Egyptian society • Explain the link between daily life and religion

Note: Use the "Essential Components of Differentiated Instruction" to help differentiate instructional strategies, products and assessments.

Evidence of Learning (Product or Assessment):	Differentiation:	Materials:
• Completed foldable • Written paragraph explaining why priests and pharaohs were important to Egyptian society	• List of key terms with Spanish definitions for Spanish speakers • Foldables already cut for those who may struggle • Guided notes/copy of powerpoint slides for those who struggle with writing	• Do Now/ DOL + match minute • Powerpoint presentation • Guided notes handout • Paper for foldable • scissors

Teaching Strategies & Sequence:

Opening (__10____ min)
- Do Now/DOL
  - Practice homophones (its, it's, their, there, they're)
  - Edit a paragraph about Ancient Egypt religion (W.C. 1.3, 1.4, 1.5)
- Match minute
  - Homophones practice
  - Take scores and compare to the individual student score from the day before
- Stop and Jot: Would the Egyptians have been able to survive in Egypt if the Nile River didn't flood once a year? Why or why not?
  - Students turn and discuss with a partner
  - Teacher calls 2 students to share responses

Instruction (__15___ min)

- Powerpoint presentation with guided notes
  - Key terms: religion, polytheism, priest, pharaoh, god Hapi (god of the inundation)
  - Major takeaway: the Egyptians depended on the Nile flooding for life. The pharaoh and the priests were the ones who could please the god Hapi through rituals and offerings, which is why the pharaoh and priests were so important in Egyptian society.

Adapted from Understanding by Design by Jay McTighe and Grant Wiggins and from NTC FAS, the New Teacher Center at UCSC *last revised 7/21/08*

Guided Practice (___25__ min)

- Students make a foldable and use their guided notes to help them complete the information
    - o Using an 8.5in x 11in paper, fold it so that two edges meet in the middle. Then cut 5 flaps into each side. Make sure that the flaps are aligned.
    - o In order from top flap to the bottom, label them polytheism, pharaoh, priest, Hapi, the Nile River
    - o On the left sided flaps, define the term of each flap, then on the right sided flaps, explain how they contributed to the Nile River flooding
    - o On the right sided flaps, students draw a picture of the Nile River
- Teacher does first 3 flaps with students on the board, students then do the last 2 flaps with a partner
- Teacher circulates as students work on foldable—students are also able to talk to a partner

Independent Practice (___5___ min)
- Students use foldable to answer question in writing: Explain why priests and pharaohs were important to Egyptian society. (completed response is their exit ticket)

Closure (__3___ min)
- Students share foldable with a partner

Homework
- Sustained silent reading at home

- Differentiated questions: What did priests and pharaohs have to do with the Nile? How were priests and pharaohs related to the gods

Appendix F

Professional Development for ELD Inclusion Model

Building on Prior Knowledge:

Ways to hook EL students into learning activities

Join your Group

Group 1	Group 2	Group 3	Group 4	Group 5
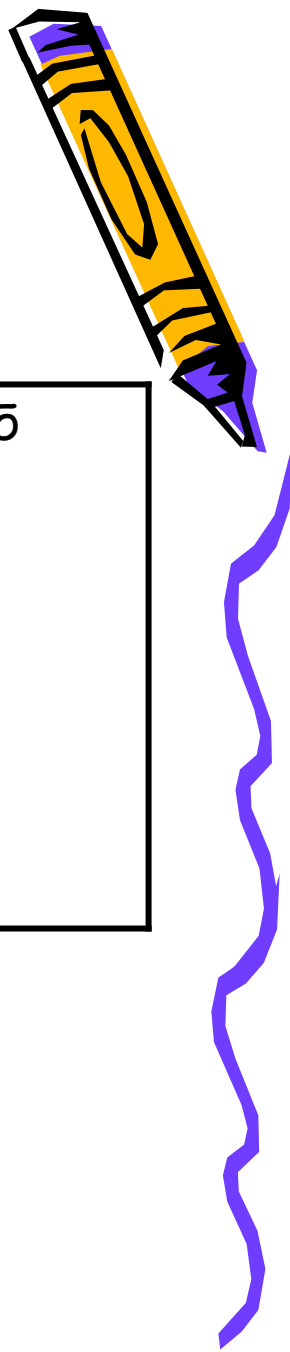
Do Now:

- Read the following quote and respond on your sheet:

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills, is to make a mockery of public education. We know that those who do not understand (*Academic*) English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."

Supreme Court Justice William O. Douglas
Writing for the Supreme Court majority in **Lau v. Nichols**
January 21, 1974
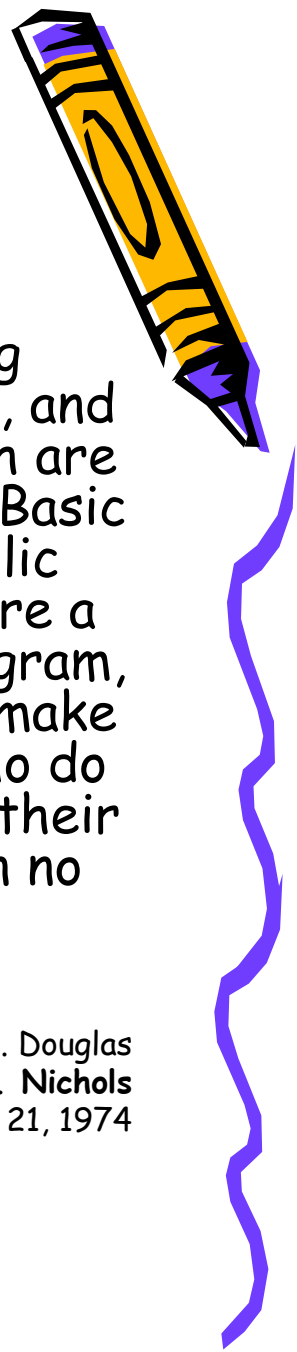
A startling statistic...

In this *Education Week* article, New Jersey-based after-school program expert Claudia Weisburd says that **ELL students average less than 90 seconds per day in classroom talk time**. She makes the case for high-quality after-school programs as an opportunity for these students to get more air time.

-Marshall Memo, March 3, 2008

What Do All Language Learners Need?
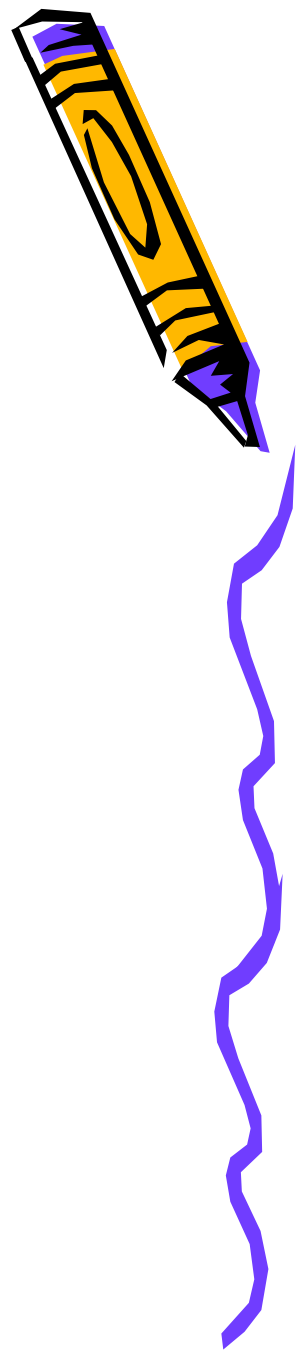
- Respect for Home Language and Culture
- Meaningful content and thematic instruction
- Guided interaction
- Bridging from prior knowledge
- Models, visuals, graphic organizers
- Daily vocabulary instruction
- Explicit forms of Academic English
- Assessment that informs instruction

Activation of Prior Knowledge in action!

- "Amy – 3rd grade"
  - A science lesson where the teacher taps into students' prior knowledge about the rainforest (without them even knowing it!)

  As you watch, keep track of the different strategies that Amy uses to activate her students' prior knowledge.

Share out with your Vertical House
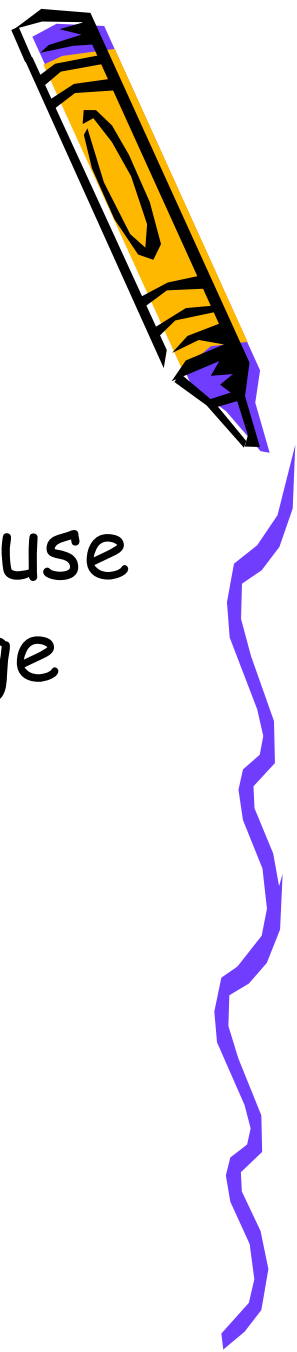
- Make a list with your group of the different strategies you saw Amy use in order to activate prior knowledge

What can you do to "activate prior knowledge"?

- Make a whole group list!
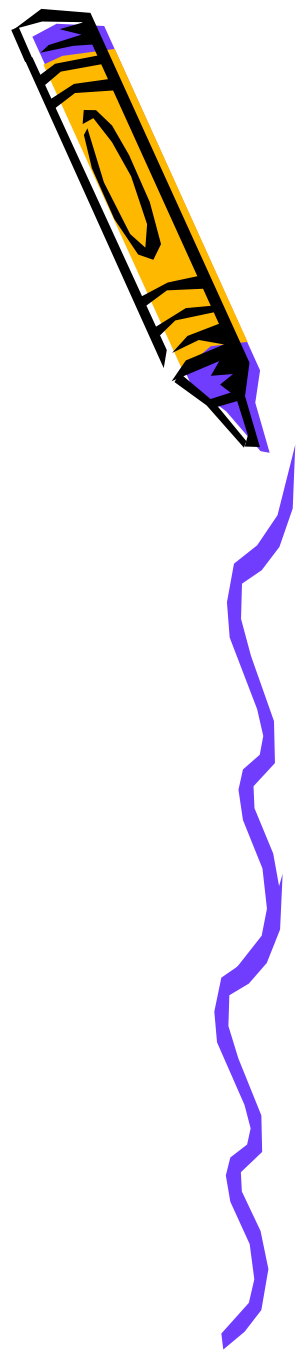
Independent Practice

- Choose a standard you are currently teaching or will teach in the near future

- Find a partner

- Brainstorm ways to activate prior knowledge based on your standards
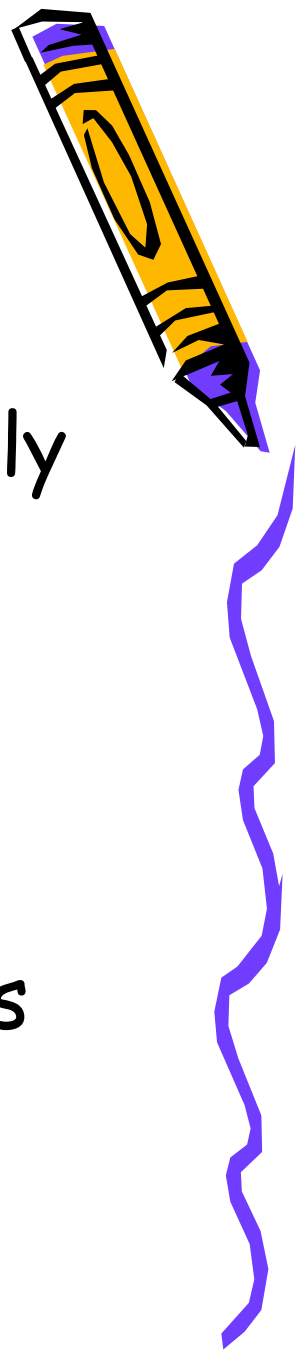
Share out

- What strategies did you identify with your partner to activate prior knowledge?
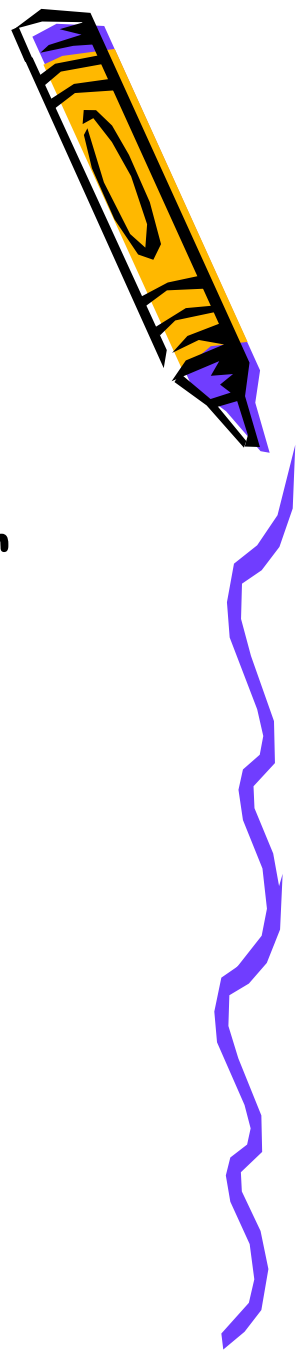
Recap: Why is activating prior knowledge important for EL students (and ALL other students?
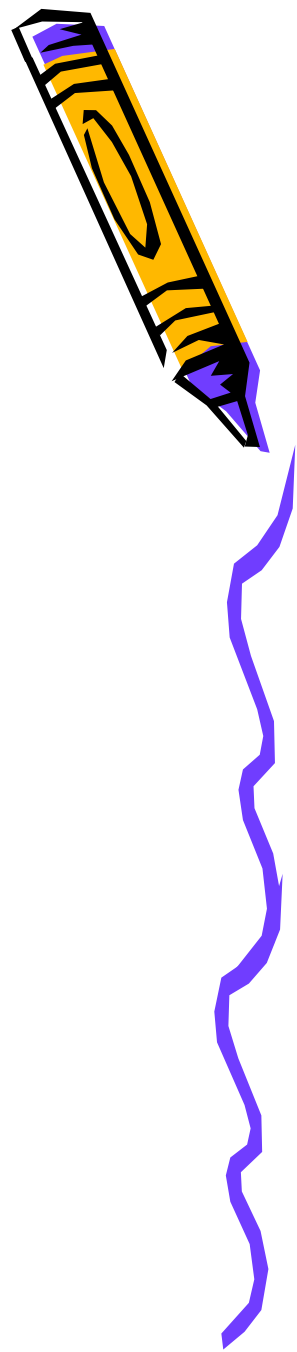
- It is important to heighten engagement early in a lesson because...

How can we do a better job of teaching EL students to write well?

- Encourage teachers to be more responsive to students. Students need more individual attention and more practical support.
- Give more flexibility and freedom in choosing subject matter for writing.
- Provide early education in reading, writing and grammar.
- Teach the basics.
- Allow more creativity. Students want more opportunities for creative writing and the freedom to develop their own writing style.
- Provide more writing practice.
- Establish and enforce standards.
- Teach grammar skills.
- Develop reading skills.
- Gear the pace and content according to each student's writing level, and be more supportive of individual learning.

According to the Carnegie Report, "Writing Next," the research says…

- **Any successful writing program includes the following:**
  - **Opportunities to write and the time necessary to work through the process of thinking and, ultimately, writing**
  - **Focus on syntax (including sentence combining, examination of common errors, and rhetoric)**
  - **Focus on developmental sequence (moving from personal to analytical writing, from theses to logical arguments)**
  - **Use of small-group techniques (peer criticism, writing for real audiences within the classroom, reading aloud in small groups.**
  - **Ongoing use of assessment (holistic evaluation, systematic schoolwide assessment) to improve student performance**

The Research, cont.

- **An active role for students, minimal teacher dominance, and natural emergence of writing out of other activities.**

- **Delayed or "as needed" instruction in grammar**

- **Modeling (e.g., teachers write with students) to provide subsequent examples of the assignment if they are needed to help students see what was expected**

- **Non-threatening evaluation of student writing that focuses on first establishing fluency before correctness.**

What is Writing Workshop?

- **A group of** purposeful writing instructional practices **using rich English and history content to address students' individual needs as writers.**

Writing Workshop, cont.

Writing workshop practices are intended to ensure that ALL students:

- **Work together and independently**

- **Read and write different forms and genres of writing**

- **Take responsibility for their own learning, establish goals for themselves and evaluate them**

- **Engage in meaningful discussion about their writing**

- **Actively write for understanding**

Essential Characteristics of Writing Workshop for EL's

- **A community of learners**
- **Genuine talk, reading, and writing**
- **Individual strengths and needs**
- **Individual and group responsibility**
- **High expectations for achievement**
- **High level of engagement**
- **Clear and structured classroom management**

Writing Workshop Instructional Guidelines

- **Writing Mini-lessons**

- **Independent Writing**

- **Writing Conferences**

- **DOL/Conventions**

Why WW Instructional Guidelines?

The Writing Workshop Instructional Guidelines are the means for meeting our KPI's under "Accelerating Academic Achievement":

1. *100% will increase reading levels on DRA by 1.5 years*
2. *100% will increase grade-levels on NWEA MAP in reading and math by 1.5 years.*
3. *100% will increase writing scores by 1 point on ACE Writing Snapshot*
4. *100% will improve 2010 CST score in ELA and Math by one quintile (OQAY growth)*
5. *55% of 8th grade will score Proficient or Advanced on CST in ELA and Algebra; 35% will score Basic, and no more than 10% will score BB (0% FBB)*

This is achieved through

-- Extensive writing opportunities to practice writing and writing techniques in a variety of genres

-- Explicit instruction in writing skills and the writing process

-- Differentiated instruction through various forms of feedback (conferences, rubrics, comments) in order to improve writing.

DOL/Conventions

- Lessons that *introduce* and *review* writing conventions such as punctuation, capitalization and language usage skills. Learners have the opportunity to practice proofreading skills with educator guidance.

- Teacher shares a few sentences of student writing with targeted errors and has students make corrections on own. Teacher then goes over the answers or calls student up to the board to make the corrections.

- Typically happens at the beginning of class as the "Do Now"

- Sometimes accompanied by a mini-lesson addressing the concept

Writing Mini-Lessons

- **Lessons that provide** intense direct instruction in a skill or process **that will be used immediately in the activity or lesson following the mini-lesson.**

- **Students are able to** focus on acquiring a single skill or process **and then practice it in an authentic context in the subsequent activity (or guided practice) in order to "learn by doing."**

Writing Mini-lessons

The goals of the mini-lessons are to:

- teach writing processes and skills in small portions or chunks

- allow students to practice specific skills

- discuss what was learned

- understand it in a meaningful way

Objectives for Writing Mini-lessons

- **Each writing mini-lesson should be formatted around a learning objective.**

- **Well-written learning objectives specify:**
    - WHO**?**
    - **Will** DO WHAT**?**
    - HOW **well?**
    - **By** WHEN**?**
    - **Under** WHAT CONDITIONS**?**

Independent Writing

ace

- **Independent Writing allows educators the opportunity to help learners become writers who enjoy writing, develop their own skills and interests as writers and consistently learn through their own practice.**

- **Learners write individually on topics of their own choosing or as directed by the educator, depending on the objectives for the class.**
    - **A word about choice: choice is not free-choice. There are many degrees of choice and it's up to you as an educator to set parameters for making choices.**

The Writing Process

AKA:

<--Explore

<--Draft

<--Revise

<--Edit

<--Publish

Writing Conferences

- They are chats. They are the dialogues between an experienced writer and a novice. One day the novice might ask a question about character development. Another day, the two might discuss argumentation.

- Conferences
    - Are short and focused one just one problem. Do not try to discuss the entire piece.
    - Are student oriented. Allow the student to talk and the teacher listens.
    - Prompt the writer to reflect and revise.

How much writing?

According to the State:

- **Students in grades 5-8 should compose narrative, literary response, expository, persuasive, and descriptive texts of at least 500-700 words each.**

- **Students in grades 9-12 should compose biographical or autobiographical narrative, literary response, expository, research, persuasive, technical, and business-related texts of at least 1,500 words each.**

What that means at ACE

- **Students should be writing 4-5 days per week and generating roughly 2-3 pages of text a week 5th and 6th grade, and 4-5 pages of text a week in 7th and 8th grade**

  - *This can include Major Essays, Minor Essays, Quickwrites, Exit Tickets, Essay Exams, Snapshot Essays, Summaries, Outlines, Log Writing, Written Responses to text, Reflections, etc.*

- **With 5-6 genres at each grade level, students should have** multiple opportunities **to learn and practice writing in a genre.**

BY THE END OF CYCLE 1:

--All elements of Writer's Workshop should be launched

Writing Assessments

- **All students take the ACE Writing Snapshot Assessment in the Fall and Spring. This is an authentic writing exam that mimics the CST Writing Exam and the CAHSEE, and is scored staff-wide on a rubric.**

Elements of a Successful Writing Workshop Program

- **Student notebooks/binders are organized with sections reflecting Writing Workshop**
- **Mini-lessons given daily/every other day**
- **Writing conferences are happening during each genre**
- **Writing Process tracker ("Where are you in the writing process?") posted and used**
- **Examples of student journaling on Do Nows/Exit Tickets/Quick Checks**
- **Quality student writing is posted with rubrics**
- **Examples of student writing that reflects the writing process are posted**

Appendix G

Data Cycle

The Data Cycle

Analyze data

Collect data

Assess

Mastery: next phase of intervention or enrichment;

No Mastery: Analyze areas of need to develop appropriate plan

Identify patterns in student performance

Create plan of action

Teach to the goal of mastery

Identify mastery

Identify targets

Differentiate and modify instruction
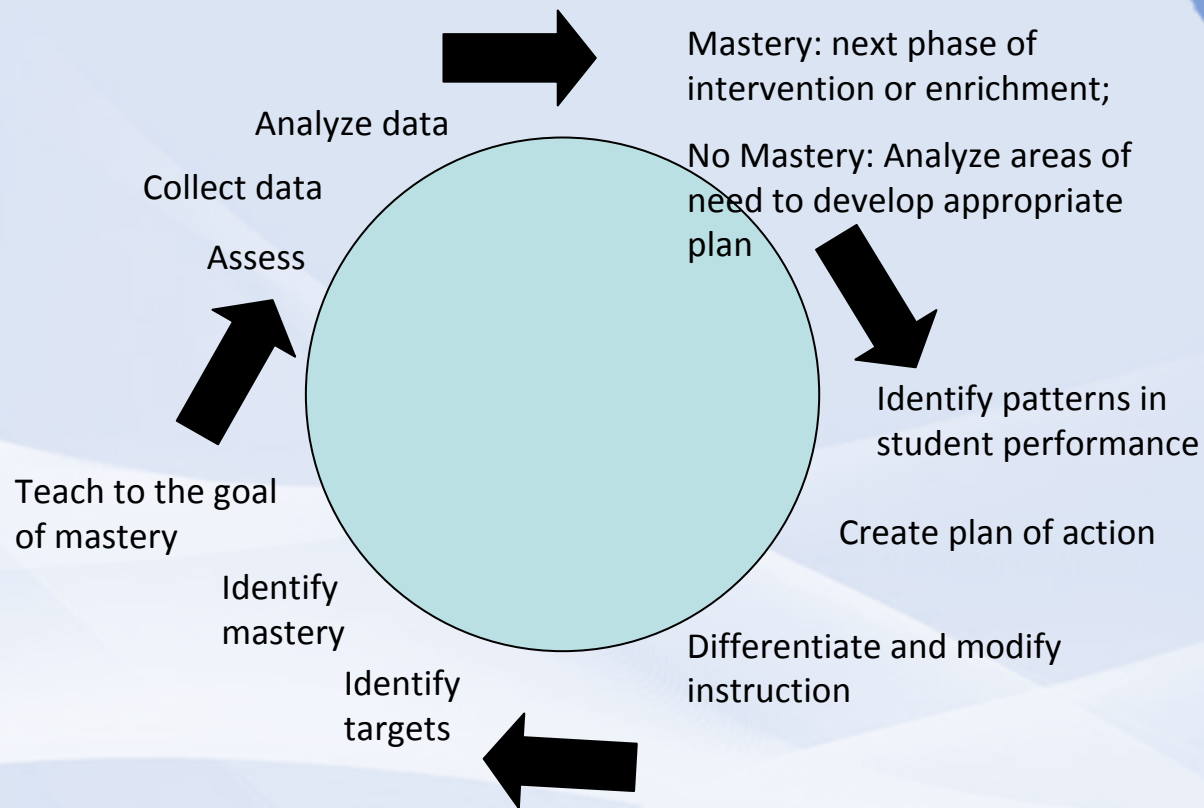
Appendix H

Sample Ganas Summer School Documents

ACE Charter School
Ganas Summer School – 2010

School-wide culture goals

**Anything in grey is non-negotiable

Connect back to core values: respect, pride, ganas

		Week 1	Week 2	Week 3	Long-term
1	**Handshake**	**Firm handshake**	**Firm handshake with eye contact**	**Firm handshake with eye contact and an appropriate greeting**	**Explain the purpose of a handshake Student-initiated handshake**
2	**Know names**	**Your cohort and all staff members (50%)**	**Your cohort and all staff members (75%)**	**Your cohort and all staff members (100%)**	
3	Ask and expect	Ask once = all class follows Take data points from Day 1 = X		Ask once = all class follows Take data points from Day 1 = X Goal: x ÷ 2	
4	College Ready Position:	Eyes Up	Eyes Up Square Up	Eyes Up Square Up Hands Up	
5	Speak using complete sentences			Students know to respond using complete sentences	
6	Respectful line-up			In line, alphabetically, and quietly by 3 whistles	

Summer Academic Goals

Content Standard: WS 1.2: Multiple- paragraph Expository Compositions

Essential Questions:
1. Why is structure important in writing?
2. How can identifying structure in writing help us be better writers

Academic Learning Goals:
1. I can define and identify a paragraph (Wk 1)

2. I can list the parts of the paragraph with corresponding colors (Wk 1)

3. I can define and identify the parts of a paragraph (separately) (Wk 1-2)
    a. topic sentence
    b. reason detail fact
    c transition words
    d. examples, explanations, elaborations
    f. conclusion

3. I can label the parts of a well-written paragraph (Wk 3)

4. I can correctly organize the structure of a jumbled paragraph (Wk 3)
    a. Differentiate topic sentence and conclusion
    b. Differentiate topic sentence and rdf
    c. Differentiate rdf and example

Summer Long Term Plan

Week	Day 1	Day 2	Day 3	Day 4
1	1. Pre- assessment 2. Culture 3. Ice-breaker	1. Intro essential question 2. I can define/identify paragraph (Into) 3. Classroom routines	1. Intro to color-coding a paragraph (I can list the parts of a paragraph with corresponding colors)	1. Define and identify topic sentences 2. Define and identify conclusion
2	1. Define and identify reason, detail, fact sentences	1. Define and identify transition words	1. Define and identify examples, explanations, elaborations	1. Highlight label the parts of a well-written paragraph
3	1. Differentiate rdf and example	1. Differentiate topic sentence and rdf	1. Differentiate topic sentence and conclusion	1. Post-assessment

Appendix I

Professional Development Documents

General Staff Expectations 2010-2011

Before/After School:

- All staff (with the exception of some hourly staff) is scheduled to be on campus every day from 7:45am-5:30pm.

- Please be on campus by 7:45am and sign in at the sign in binder in the copy room (Room 106) when you arrive. This is helpful with morning logistics.

- Experience tells us that the more prepared we are the day before, the more calm things will be in the morning, when we tend to be more frantic. That being said, do as much as possible to leave your materials ready the afternoon before so that your mornings can be spent greeting students, building culture, and setting a positive tone for the day in the courtyard.

- If you must leave campus before 5:30pm, please sign out in the binder in Room 106 and inform Vanessa and your lead teacher (in person is preferred, but text message will also work if we are unavailable). We ask staff to do this for safety and security reasons. Also, this is helpful if parents, students or other community members are looking for you between the hours of 3pm and 5:30pm.

Launch/Assembly:

- Be in the courtyard with students by 8:15am for launch/assembly. Morning launch and assembly are times for community building between students, families, and staff. As such, every member of the community should be present to share and model for everyone else.

- Launch and assembly should not be used as times to prep for classes. Teachers model for students, and students model for each other. The more consistent we are in honoring this tradition, the stronger our school will be. These strong examples will come in handy when it comes time to motivate and push each other (staff and students) to meet and exceed the bar we set for ourselves.

<u>ALL members of the ACE staff are expected to:</u>

Shake Hands

- Please shake lots of hands every day and teach students how to shake hands confidently. Coach them on eye contact, and the difference between a weak handshake and a firm one. Please shake a lot of hands, every day. Model for students how we would like them demonstrate this very critical element of our school culture.

Be alert:

- Have your "periscope" up at all times. Notice students both inside and outside the classroom. Keep an eye out for areas that are easy to miss (e.g. by the bathrooms, the front of the courtyard by the entry gate, the parking lot, the rear of the building, and the lawn in front of the church building are some places of which to be watchful.)

Model the core values at all times:

- Respect, pride, and ganas – it's how we do. We must all model for students what this means inside and outside of the classroom.

Build community

- Know everyone's names—when you don't know, ask. Along those lines, please make it a point to introduce yourself to families when you encounter them on campus. This doesn't necessitate an incredibly long conversation – acknowledging families with a "Good morning" or "Good afternoon…" and extending a warm handshake goes a long way.

- Recognize students at launch, assembly and during class. Let them know that you see them showing the core values. Reward them with raffle tickets so they know we're watching and looking to "catch them" being great!

- Talk about college and your own experiences. Bring elements of yourself into the community that students, staff, and families may not know or expect. The more we know about one another, the better our school will be.

Monitor student behavior and language:

- Every member of the ACE team is responsible for ensuring that our students live the core values at all times. As such, no one should feel apprehensive about addressing a student's behavior if their behavior warrants a conversation. The more proactive we are about this, the stronger our school culture will be.

- As college-prep students, it is important for our students to mean what they say and say what they mean. Unprofessional vocabulary is definitely worthy of a conversation about the power of language. Encourage students to speak respectfully and act appropriately, and model this for them as well.

<u>Staff Communication:</u>

- In order to model formal and professional communication when students and families are present, staff should be referred to as "Mr. _____" and "Ms. _____". As much as possible, please refrain from calling staff by first names.

- Students should be referred to by their first names at all times, although more formal communication (e.g. "Mr. _____" or "Miss _____" is highly encouraged).

- Parents and families should be referred to as "Mr. _____", "Mrs. _____" or "Ms. _____". Please make a note of it if a parent or family member has a different last name from the student. Whenever appropriate, please ask families how they would like to be addressed. Some family members/parents are comfortable communicating on a first name basis; however, this should only be done if you have already had this conversation with the parent/relative.

<u>Communication with Vanessa, Jessica, Aaron, & Lauren</u>

- We believe in an open-door policy. If you have a question, concern, comment, thought, etc., please come speak to us. If we don't know the answer, we will help you find the answer. Please don't wait until you feel like you're at the end of your rope to seek one of us out. We are here to help you and want you to be your best. If there is something that you need (resource or otherwise), don't keep quiet. We want to know – the sooner, the better.

- If you have a concern, please speak with us in person. Emails are acceptable if you would like to find a time to meet, but conversations should be had face to face. This lessens miscommunication, so please do your best to address concerns with any member of the admin team (or other member of the staff) in person, in a private space, and in a respectful manner. We assume the best intention from all, and this extends to these kinds of conversations as well.

- This policy goes both ways, so please know that if we need to address anything with an individual staff member, we will do so privately. Open lines of communication work both ways, and we are here to push each other to be better as we continue to learn our respective roles.

<u>Email/Telephone Communication:</u>

- Because of our fast-paced work environment, emails and phone messages are an important mode of communication amongst the ACE team.

- This in no way replaces person to person conversations. On the contrary, these tools are meant to alleviate concerns about urgent matters so that our limited face time can be focused on important matters like student achievement, teacher professional development, school improvement, and other such items.

- Thus, please adhere to the team-created turn-around time with respect to emails, phone calls, or text messages (24 hours for emails from any ACE staff member, same-day response for phone calls/text messages) during the work week.

- When communicating with families, please adhere to the 24 hour turn-around rule. If a student calls regarding homework within the specified time frames, please return their call as promptly as you can.

- If a parent/guardian calls with respect to an academic or discipline matter, please do your best to contact them within this time frame.

- The expectation for all staff is that they check their email at least twice daily for any important communications. Beginning and end of day is reasonable. Because every minute of instruction counts, emails should not be sent during class time.

- During the week, please be sure to have your cell phone on you until 7:30pm (for both staff and student communication). If you receive a phone call after 7:30pm, it is up to you to return the call that same evening or the following day.

- Weekend email communication will be on a limited and as-needed basis. As such, please be sure to check your email for The Greeter and any other end-of-week matters before 5:30pm on Fridays and on Sunday evening for any beginning of the week announcements.

- Discretion will be very carefully practiced over the weekends when it comes to cell phone communication. This will only be done if it is an ABSOLUTE emergency. As such, if you receive a phone call over the weekend from any member of the school team, you should treat it as an emergency and should do your best to return the call as soon as possible. We will not intrude on your personal time, so if you do receive a call, you should know that it's for an absolutely necessary reason.

- One last thing about email/texts: the idea behind this convenient form of communication is that, if we check it and respond accordingly, we can be efficient with everyone's time. Reading through our emails is important so people do not have to repeat themselves.

Staff Dress Code

Our school dress code is "business casual" Monday – Thursday. Because our students are required to wear uniforms to reflect professionalism, ACE staff should reflect more "business" than "casual". Business casual is defined as:

- A business casual style of dressing usually includes khaki pants, blouses, polo shirts and comfortable skirts and dresses of a modest length.
- Appropriate shoes (you will be standing/walking most of the day, so these should be comfortable)

Our staff dress code on Fridays is business casual or "College Friday". College Friday is defined as:

- A college or ACE t-shirt
- Jeans, khakis, or other professional bottom of modest/appropriate length

Not part of the Staff Dress Code at ANY time:

- Sports clothes of any kind including sweatshirts, tennis shoes, etc. unless it's College Friday or unless job duties specify clothing appropriate for sports.
- Nothing skin-tight or too revealing
- Shorts, skirts, or dresses that are above the knee
- T-shirts
- Clothing that leaves any part of the midriff bare
- Beachwear-type clothing including but not limited to flip-flops and spaghetti strap tank tops

It is important to remember two things when reflecting on the dress code:

1. We encourage our students to think of themselves as professionals, and to carry themselves with respect and integrity at all times. We need to model this in everything we do—our tone of voice, our reactions to conflict, and in our dress and demeanor.

2. The way we dress and carry ourselves (both students and teachers) is a significant part of our school's culture and the expectations that we have of students and each other.

<u>Daily Classroom Expectations</u>

It is important that all teachers:

- Have an agenda on the board every day. Students should know what to expect in every class every day. This should not be a surprise to them or to anyone who walks into an ACE classroom. Agendas should include the following:
  - activity descriptions and times
  - Standard(s) being taught
  - Objective(s) for the lesson
- Do a uniform check every day at the beginning of every class. Students should NOT be allowed to wear an improper uniform. Uniform violations that should be corrected include:
  - Untucked shirts
  - Rubber bands around shirts, pant legs, or any other part of the ACE uniform
  - Earrings that are larger than 1 inch in diameter or length. For safety reasons, jewelry this size is not allowed.
- Check student homework
- Write homework on the board
- Have students straighten the classroom before they leave class

<u>Seating Charts</u>

- Every class should have seating charts as they help with classroom management. To determine the most appropriate seating arrangement for students, a teacher can:
  - Let the students sit where they want. Watch who they sit with and talk to.
  - Create a seating chart with everyone sitting next to students they didn't sit next with originally.

<u>Classroom Walls and Environment</u>

- The walls of a classroom are a place where learning takes place and where information is shared. You can post pictures, maps, etc, but don't forget about models of student work, rubrics, and the like.

<u>Grades/Mastery of Content</u>

- Mastery charts should be posted visibly in the classroom and should be updated regularly to reflect student progress. There should be no doubt in students' minds as to where they stand in terms of their goals in your classes for school culture and academic goals.

Homework

- Homework should be assigned every day in every class. It is up to teachers to determine with their subject-area teams what consistent practices will be in place regarding homework and make expectations clear for students.

- Remember that homework is only impactful if it is meaningful – ask yourself, "Will this assignment get my students to be "OQAY"?

Discipline:

- The expectation is that teachers be consistent and fair while enforcing the school's code of conduct while simultaneously distinguishing between offenses that are referral-worthy and not.

- It is critical for all staff to use as many effective discipline strategies as possible (e.g. Doug Lemov's Teach Like a Champion techniques, Lee Canter's Assertive Discipline strategies, etc.) before moving to a referral.

- If a student is sent out of class, the assumption will be that the staff member has attempted a significant number of interventions (no less than 4), including contact with the parent guardian, and that the student's behavior is SO severe that they are close to losing their spot at ACE. Please remember that once a student is placed on a discipline contract, it is a short road to being asked to withdraw. We are in the business of holding everyone to high expectations, and, as an effective strategy, treating everyone fairly so we can ensure that we have done everything we possibly can to support that student.

- Referrals to the office are a powerful tool and should only be used when absolutely necessary. It is up to each teacher to exercise the utmost discretion when handling discipline issues to ensure that referrals remain effective discipline tools.

- Below is a classroom discipline process that is guided by the principles of Lemov's Teach Like a Champion (chapter 6). Staff is expected to implement the following strategies before sending a student out of class with a referral and using their best judgment:
    1) Non-verbal intervention
    2) Positive group correction
    3) Anonymous individual correction
    4) Private individual correction
    5) Lightning-quick public correction
    6) Consequence

There are exceptions to this rule. In the rare instance there is egregious behavior that threatens the physical safety of the learning environment, staff is asked to use their best judgment.

If a student does receive a referral after the staff member has attempted all of the interventions above, the staff member who wrote the referral must:
- Conference with the student to discuss the behavior that resulted in the referral
- Develop a plan of action with the student to address the behavior that need to be changed
- Contact the parent/guardian of said student to explain the reason for the referral and what the next steps will be so the family is informed of the behavior, consequences, and support structures being put in place.

Our Vision…

ACE seeks to provide a <u>rigorous yet supportive learning environment</u> to its students while simultaneously <u>inculcating values</u> that will enhance their academic, social, and emotional development in formal education settings and beyond.

Our values...

We seek to infuse our community with a strong sense of:

- ▪ Respect

- ▪ Pride

- ▪ Ganas
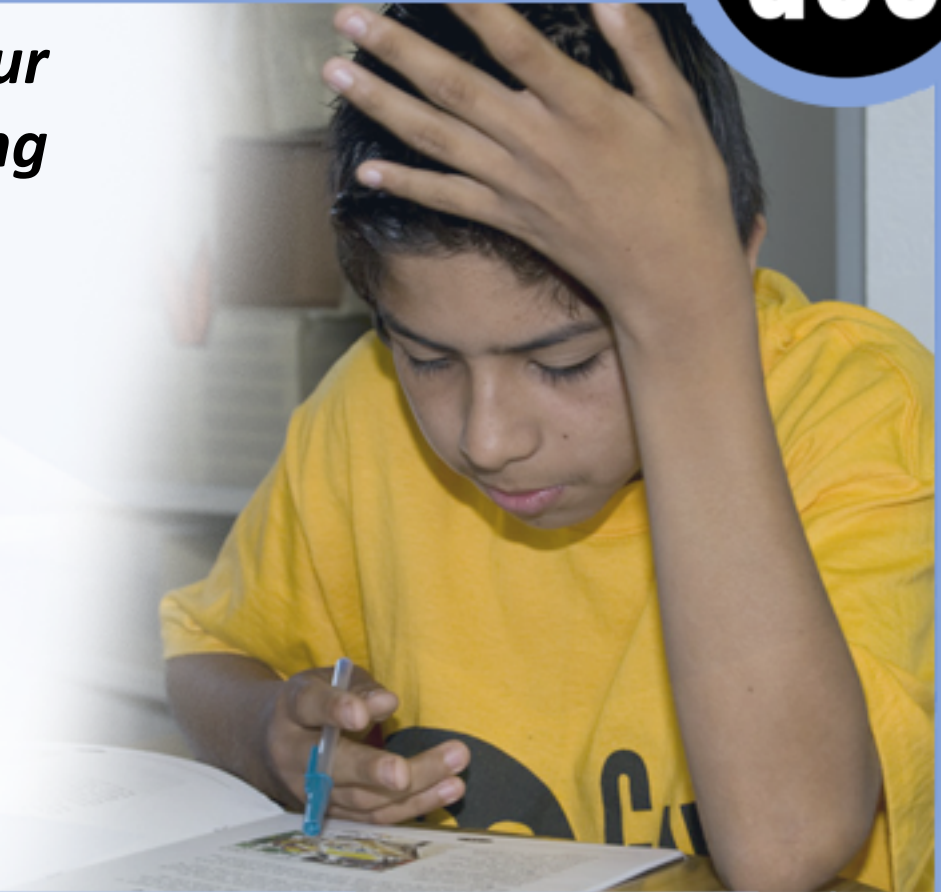
- ▪ Efficacy

Innovative Model…

Longer school day

- 8:30am-5pm
- Humanities block
- Math block
- Science

Electives every day

- PE/Sports Teams
- Visual Arts
- Study Hall

"T3 Model"

Response to Intervention

Tutors

3:1

Teachers

10:1

Technology

30:1

ARUSD – CST 2009

ELA

	5th	6th	7th	8th
Advanced	14%	11%	12%	13%
Proficient	27%	27%	29%	22%
Basic	37%	34%	33%	37%
Below Basic	14%	20%	17%	17%
Far Below Basic	8%	8%	9%	11%
Total below grade level:	59%	62%	59%	65%

ARUSD – CST 2009

Math

	5th	6th	7th	8th (Alg. I)
Advanced	20%	12%	11%	15%
Proficient	30%	27%	25%	30%
Basic	25%	28%	35%	24%
Below Basic	19%	23%	21%	23%
Far Below Basic	6%	9%	8%	8%
Total below grade level:	50%	60%	64%	55%

ARUSD – CST 2009

History

	8th
Advanced	13%
Proficient	17%
Basic	29%
Below Basic	20%
Far Below Basic	22%
Total below grade level:	71%

Science

	5th	8th
Advanced	9%	18%
Proficient	28%	19%
Basic	38%	20%
Below Basic	15%	23%
Far Below Basic	11%	20%
Total below grade level:	64%	63%

Why is ACE important in East San Jose?

- **Cluster of 5 schools = enough seats for every BB/FBB student**

- **OQAY growth model**

- **Individualized schedules based on 8-week data cycles**

- **Rigorous yet supportive program to prepare for high school, college, & beyond**

How will we do this?

ICTC – ExSL 2010

- Execution in Entrepreneurial School Leadership (ExSL)

- Application of business principles to education via "social entrepreneurship"
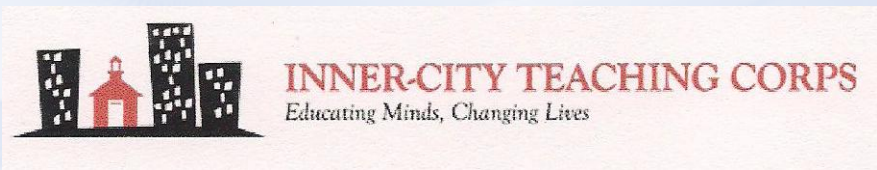
Driver 1: Accelerating Academic Achievement

Goal:

The staff at ACE is committed to preparing formerly low-achieving students for success in a college-prep high school as a stepping stone to college by providing them a rigorous yet supportive academic program that develops their reading, writing, mathematical, and critical thinking skills.

To accomplish this goal, ACE Charter School seeks to:
- *Achieve an API score of 800 on the 2011 CST*

Driver 1:
Key Performance Indicators

Students:

1. 100% will increase reading levels on DRA by 1.5 years
2. 100% will increase grade-levels on NWEA MAP in reading and math by 1.5 years.
3. 100% will increase writing scores by 1 point on ACE Writing Snapshot
4. 100% will improve 2010 CST score in ELA and Math by one quintile (OQAY growth)
5. 55% of 8th grade will score Proficient or Advanced on CST in ELA and Algebra; 35% will score Basic, and no more than 10% will score BB (0% FBB)

Teachers:

1. 100% will submit weekly lesson plans; 80% will receive Proficient or better on "Professional Responsibilities" category of evaluation.
2. 100% will use ACE Instructional Guidelines; 80% will receive Proficient or better on "Delivery of Instruction" category of evaluation.
3. 100% will use Backwards Mapping; 80% will receive Proficient or better on "Planning & Preparation" category of evaluation.
4. 100% will use RtI strategies in core and will make data-driven decisions; 80% will receive Proficient or better on "Assessment: Monitoring & Follow-Up" category of evaluation.

Driver 1: Tools & Systems for Measurement

Students:

- DRA – 3x per year (Sept., Jan., June)
- NWEA MAP (Reading & Math) – 3x per year (Oct., Jan., June)
- Benchmarks – 4x per year (Oct., Dec., Feb., Mar.)
- End of Course Assessments (EOC's) – 2x per year (Sept., June)
- Practice California Standards Test (PCST) – 2x per year (Dec., Mar.)
- Practice CST Writing– 2x per year (Sept., May)
- CST - 1x per year (May)
- Standards-based Report Cards – 4x per year (Oct., Dec., Feb., June)

Teachers:
- Lesson plan tracker – 1x per week
- Teacher Evaluation Rubric – 3x per year (Oct., Jan., June)
- Observations – 2x per month
    - IG, Backwards Mapping, RtI Inventory checklists
- Walkthroughs – 1x per month
    - IG, Backwards Mapping, RtI Inventory checklists
- PD Surveys – 4x per year (Oct., Dec., Feb., June)

Driver 1: Strategies

1. Curriculum: Backwards Mapping

- **Scope & Sequence**
- **Unit Plan Template**
- **Lesson Plan Template – Gradual Release & Bloom's Taxonomy**

2. Instruction: Humanities, Math, Science IG's

- **Research-based instructional guidelines**

3. Data-Driven Decision-Making: RtI

- **Assessment calendar**
- **Professional development calendar**
- **Core & Intervention/Tutorial**

Driver 2: Rapid Development of a High Achieving Team

ace

Goal:

ACE Charter School is committed to providing a professional environment that allows its team to be:

- *candid*
- *mission-driven*
- *collaborative*

while allowing staff members opportunities to develop professionally as classroom and school-wide leaders in the service of propelling low-achievers towards high school and college success.

Driver 2:
Key performance indicators

Candor:

- Staff will see candor and self-reflection as a necessary element of professional development in order to grow professionally.

Mission-driven enthusiasm:

- Staff believes that ALL stakeholders can and will achieve high expectations
- Staff understands and can articulate the mission, vision, values of the school

Collaboration:

- Staff capitalizes on the expertise of others to improve their own skills
- Staff collaborates with all other stakeholders to promote the academic achievement of their students

Driver 2: Strategies

1. **Summer professional development**
   - **School culture for all stakeholders**
   - **Performance vs. Fit Matrix**
2. **"ACE Ambassador" Standards**
   - **Teacher Evaluation Rubric**
   - **Performance & Bonus Expectations**
3. **On-going professional development**
   - **Pre-designed & responsive PD relating to staff & school culture**
   - **PD surveys**
   - **Personalized Learning Plans (PLP's) for all staff based on relevant timeline**

Driver 2:
Tools & Systems for Measurement

- **Stakeholder surveys – teachers, students, families**
  - **Teacher surveys: 3x per year (October, January, June)**
  - **Student surveys: 2x per year (November, June)**
  - **Family surveys: 2x per year (November, June)**
- **Classroom observations and walkthroughs**
  - **Observations by Lead Teachers & Academic Dean: 2x per month**
  - **Walkthroughs by Principal: 1x per month**
- **School Culture Audit**
  - **By outside evaluators: 2x per year (October, April)**

Driver 3: Creation of a High Achieving School Culture

Goal:

The team at ACE Charter School is committed to promoting the values of:

- *Respect*
- *Pride*
- *Ganas*
- *Efficacy*

We seek to create a community where students and families demonstrate their belief in these core values as they pertain to their academic and life-long success by modeling these values at all times.

Through an understanding and adoption of these core values, students will be able to attain the highest level possible of academic achievement and will be able to take full advantage of the resources given to them.

Driver 3:
Key Performance Indicators

- **98% student attendance**

- **<5% of students on discipline contracts**

- **Decrease discipline attrition from 2009-2010 by 30%**

- **Score of 4 or higher on student and family culture survey**

Driver 3: Strategies

1. <u>Personalized Learning Plans (PLP)</u>
- **Students in RtI**
- **Students with behavior contracts**
- **Focus on universal learning strategies**

2. <u>School-wide behavior management plan</u>
- **Staff calibration on vision, norms, & core values**
- **Strong focus on procedures & culture during 1st month of school & throughout the year**
- **Positive reinforcement system**
- **<u>Assertive Discipline</u> – Lee Canter & <u>Teach Like a Champion</u> – Doug Lemov**
- **Focus on behavior expectations applicable at school & beyond**

3. <u>Advisory program</u>
- **1 – to – 1 direct relationship between students and Advisor**
- **Academic & Social/Emotional content**
- **Same-gender groupings**
- **Teaching students life-long skills**

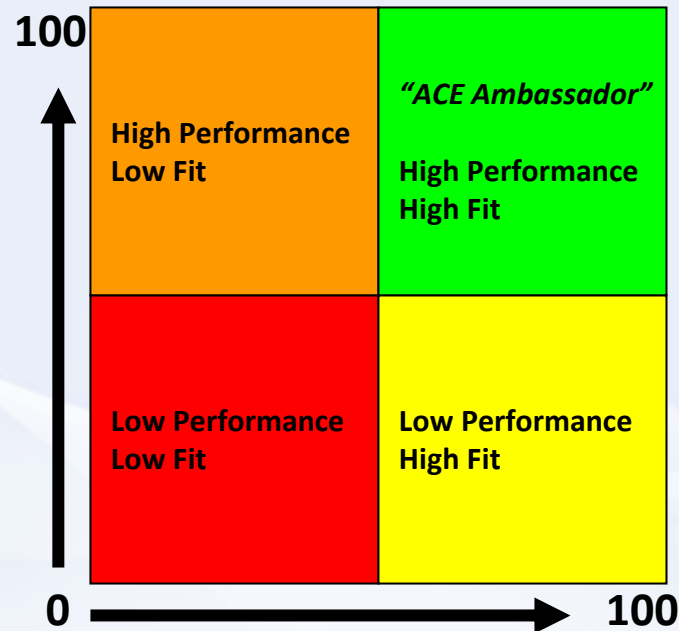# *Driver 3: Tools and Systems of Measurement*

- **Classroom observations**
  - **2x per month**
- **School Culture Audit**
  - **2x per year (October, April)**
- **Culture survey for students and families – PLP's, Advisory, BMP**
  - **2x per year (November, June)**
- **Attendance reports**
  - **1x per month**
- **Contract & discipline reports**
  - **1x per month**
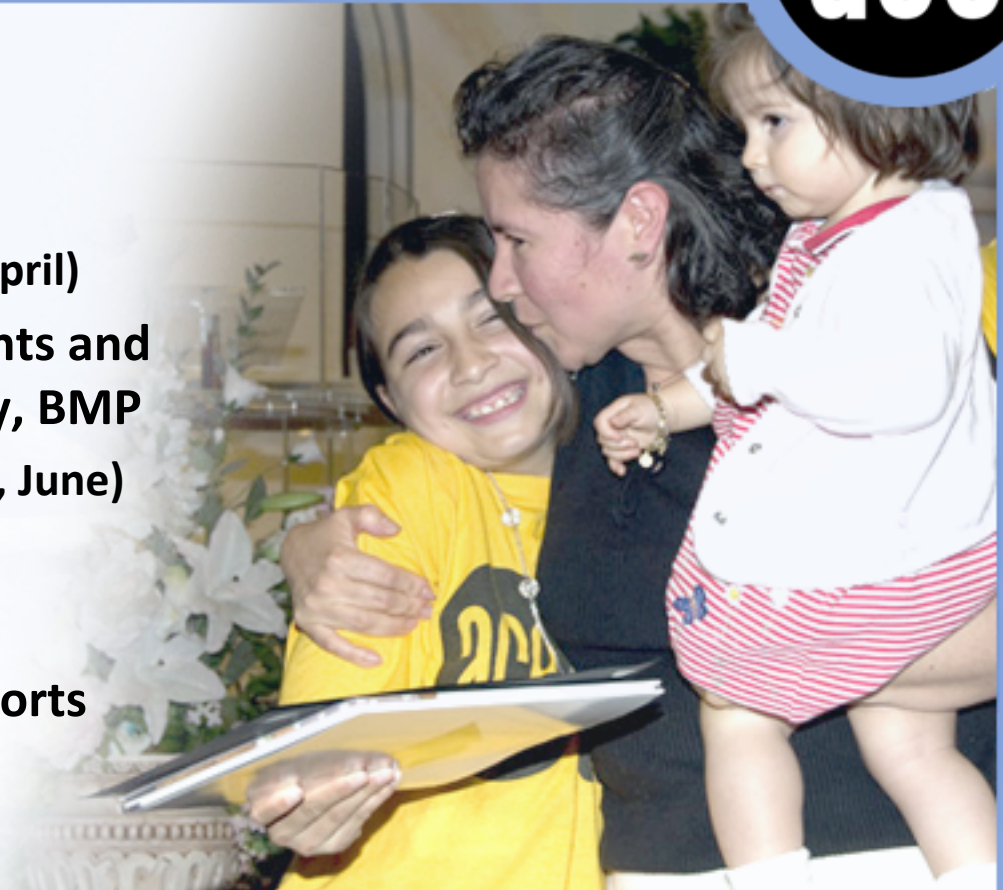
Rigorous Achievement Management System

What is the most important for students?
For the school culture? Why?

High Performance in High Poverty Schools: 90/90/90 and Beyond

By Douglas B. Reeves

INTRODUCTION

This article provides a review of research in high poverty schools that have also demonstrated high academic performance. The term "90/90/90" was originally coined by the author in 1995 based on observations in Milwaukee, Wisconsin, where schools had been identified with the following characteristics: 90% or more of the students were eligible for free and reduced lunch, 90% of more of the students were members of ethnic minority groups, and 90% or more of the students met the district or state academic standards in reading or another area (Reeves, 2000).

Since that time, the term has been broadly applied to describe successful academic performance in schools with significant numbers of poor and minority students. Although the term has been widely used and the techniques have been frequently replicated, the suggestion that effective teaching practices can mitigate the impact of poverty remains controversial. After a review of the original research and subsequent replication of it, the article considers some of these controversies in light of the continuing evidence that, while economic deprivation clearly affects student achievement, demographic characteristics do not determine academic performance.

The evidence that follows makes clear that inappropriate commercial use of the term "90/90/90" is not supported by the research and should be challenged. There is no such thing as a proprietary 90/90/90 system nor are the methods employed by successful high-poverty schools the copyrighted property of any consultant, conference, or author. The practices are mundane, inexpensive, and most importantly, replicable. Finally, this article includes new research that suggests that consistent application of the 90/90/90 techniques holds promise for improving student achievement and closing the equity gap in schools of any demographic description.

THE ORIGINAL 90/90/90 RESEARCH

Research conducted at the Center for Performance Assessment on the "90/90/90 Schools" has been particularly instructive in the evaluation of the use of standards and assessment. The research includes four years of test data (1995 through 1998) with students in a variety of school settings, from elementary through high school. Our analysis considered data from more than 130,000 students in 228 buildings. The school locations included inner-city urban schools, suburban schools, and rural schools. The student populations ranged from schools whose populations were overwhelmingly poor and/or minority to schools that were largely Anglo and/or economically advantaged.

One reason that the research in these schools was so productive is that the districts maintained

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Dr. Reeves is the president of the Center for Performance Assessment and on the faculty of several programs sponsored by the Harvard Graduate School of Education. The author of seventeen books, his latest work includes *The Daily Disciplines of Leadership* (Jossey-Bass, 2002) and *Reason to Write* (Simon & Schuster, 2002). He can be reached at dreeves@MakingStandardsWork.com.

careful records on actual instructional practices and strategies. This allows researchers to investigate associations between instructional strategies and academic achievement results. It is important to acknowledge, however, that these results are only associative in nature. We make no claim that a single instructional intervention can be said to "cause" a particular achievement result. What we can say with a high degree of confidence, however, is that there are some consistent associations between some classroom strategies (for example, performance assessments that require writing) and student achievement in a wide variety of tests and subjects. One final note: We make absolutely no claim that the schools in the study were the beneficiaries of any proprietary "program" or "model" of instruction.

The research literature in every field from pharmaceuticals to education contains too many "studies" that purport to show the effectiveness of treatments that the authors of the research have used. Our role in this investigation is that of journalist and researcher, not of architect of any program or intervention. Hence, we do not claim any credit for improved academic achievement that is rightfully due to the students, teachers, and administrators in the study.

Characteristics of 90/90/90 Schools

The 90/90/90 Schools have the following characteristics:

- More than 90 percent of the students are eligible for free and reduced lunch, a commonly used surrogate for low-income families.
- More than 90 percent of the students are from ethnic minorities.
- More than 90 percent of the students met or achieved high academic standards, according to independently conducted tests of academic achievement.

The educational practices in these schools are worthy of notice for several reasons. First, many people assume that there is an inextricable relationship between poverty, ethnicity, and academic achievement. The graph in Figure 1 expresses the commonly held belief that poverty and ethnic minority enrollment are inextricably linked to lower levels of student achievement.

Percent Free and Reduced Lunch and Minority Enrollment
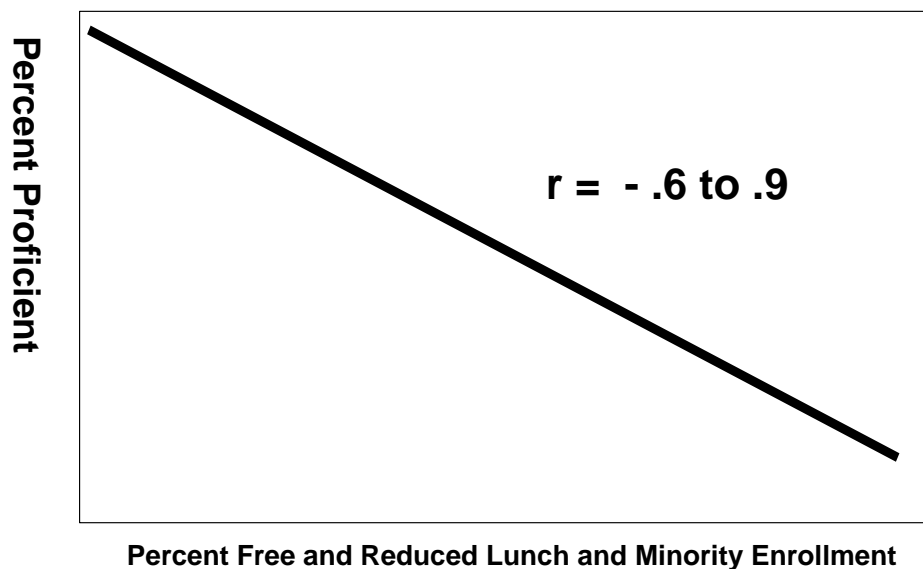
Figure 1.
Common Assumptions About the Relationship Between Poverty, Minority Enrollment, and Student Achievement

2

In this chart, the prevailing hypothesis leaves no room for students in the upper right-hand corner of the graph—that is, schools that have high academic achievement coincident with high poverty and high minority enrollments. This is consistent with national observations dating back to the 1960s in which demographic characteristics were regarded as the dominant variables influencing student achievement. In fact, the actual data from the December 1998 Comprehensive Accountability Report of the Milwaukee Public Schools shows a different story. In individual schools, there are striking numbers of students who are poor and who are members of ethnic minorities who also academically proficient. Throughout the entire system of more than 100,000 students, the relationship between poverty and student achievement is not the postulated -.6 to -.9, but rather a -.2. While the impact of poverty clearly has not been eliminated, the prevailing hypothesis that poverty and ethnic minority status are invariably linked to low student achievement does not conform to the data.

Common Characteristics of High Achievement Schools

Our research on the 90/90/90 Schools included both site visits and analyses of accountability data. The site visits allowed us to conduct a categorical analysis of instructional practices. In the same manner that the authors of *In Search Of Excellence* (Peters and Waterman, 1982) identified the common practices of excellent organizations, we sought to identify the extent to which there was a common set of behaviors exhibited by the leaders and teachers in schools with high achievement, high minority enrollment, and high poverty levels. As a result, we found five characteristics that were common to all "90/90/90 Schools." These characteristics were:

- A focus on academic achievement
- Clear curriculum choices
- Frequent assessment of student progress and multiple opportunities for improvement
- An emphasis on nonfiction writing
- Collaborative scoring of student work

Focus on Academic Achievement

After visiting all of the 90/90/90 Schools, we noticed profound differences between the assessment and instructional practices of these schools and those of low-achieving schools. First and most importantly, the 90/90/90 Schools had a laser-like focus on student achievement. The most casual observer could not walk down a hallway without seeing charts, graphs, and tables that displayed student achievement information, as well as data about the continuous improvement students had made. The data were on display not only in principals' offices, but also throughout the schools. In addition, we saw school trophy cases full of exemplary academic work, including clear, concise essays, wonderful science projects, terrific social studies papers, and outstanding mathematics papers. In short, the 90/90/90 Schools made it clear to the most casual observer that academic performance was highly prized.

The focus on achievement in these schools included a particular emphasis on improvement. The comprehensive accountability system in use by these schools forced every school to identify five areas in which they measured improvement. Although the school could choose the goal from a menu, the common requirement was to focus on a few indicators of improvement in contrast to the typical school improvement plan that contains a large number of unfocused efforts to improve. The focus on improvement is especially important in an environment where many students come to school with academic skills that are substantially below grade level. The consistent message of charts showing weekly improvement from the fall through the spring was,

"It's not how you start here that matters, but how you finish." Improvements of more than one grade level in a single year were common, and teachers and administrators paid particular attention to students whose deficiencies in reading and writing would have a profound impact on their success in other subjects. Some students spent as many as three hours per day in literacy interventions designed to get students to desired achievement levels. There did not appear to be any consistency with regard to the intervention programs in use by these schools. Some used Success for All, others used Reading Recovery, while others used the Efficacy Model. Others had no specified program at all, but consistently applied focused intervention for students in need using their own teaching staff.

Curriculum Choices

Such a focus on achievement inevitably leads to curriculum choices, spending more time on the core subjects of reading, writing, and mathematics and less time on other subjects. It is possible, for example, that many of the teachers in these schools did not "cover the curriculum" in the strict sense of checking off objectives from a wide variety of curricular areas. They chose—wisely, we believe—to emphasize the core skills of reading, writing, and mathematics in order to improve student opportunities for success in a wide variety of other academic endeavors later. It is interesting to note parenthetically that, despite their disproportionate emphasis on language arts and mathematics, these schools also significantly out-performed their peer schools on science tests as well. This makes an important point that eludes those who remain committed to a "coverage" model: tests of science, social studies, study skills, and virtually every other subject area are, in fact, tests of reading and writing.

Frequent Assessment of Student Progress with Multiple Opportunities for Improvement

Many of the high-poverty schools included students whose skills were significantly below grade level in academic achievement as they entered the school. The consistent message of the 90/90/90 Schools is that the penalty for poor performance is not a low grade, followed by a forced march to the next unit. Rather, student performance that is less than proficient is followed by multiple opportunities to improve performance. Most of these schools conducted weekly assessments of student progress. It is important to note that these assessments were not district or state tests, but were assessments constructed and administered by classroom teachers. The consequence of students performing badly was not an admonishment to "Wait until next year" but rather the promise that "You can do better next week."

A frequent challenge to this practice is that students should learn to "get it right the first time." The flaw in such a statement is the implied assumption that the traditional "one-shot" assessment is successful in leading students to "get it right the first time." In fact, when students know that there are no additional opportunities to succeed, they frequently take teacher feedback on their performance and stuff it into desks, back packs, and wastebaskets. Students in this scenario are happy with a "D" and unmotivated by an "F." After all, there is nothing that they can do about deficient performance anyway. In a classroom assessment scenario in which there are multiple opportunities to improve, however, the consequence for poor performance is not a bad grade and discouragement, but more work, improved performance, and respect for teacher feedback. In this respect, the use of teacher evaluation based on assessment scoring guides looked much more like active coaching after which improvement was required, and much less like final evaluation from which there was no reprieve.

4

Written Responses in Performance Assessments

By far the most common characteristic of the 90/90/90 Schools was their emphasis on requiring written responses in performance assessments. While many schools with similar demographic characteristics employed frequent assessment techniques, many of the less successful schools chose to emphasize oral student responses rather than written responses. The use of written responses appears to help teachers obtain better diagnostic information about students, and certainly helps students demonstrate the thinking process that they employed to find a correct (or even an incorrect) response to an academic challenge. Only with a written response from students can teachers create the strategies necessary to improve performance for both teacher and learner.

In virtually every school we have evaluated, student scores on creative writing are significantly higher than informative and narrative writing scores. As a result, teachers in the successful 90/90/90 Schools placed a very high emphasis on informative writing. They typically used a single scoring rubric to evaluate student writing and applied this scoring guide to every piece of written work. Whether the student was writing a book report, lab report, social studies report, analysis of a sporting event, description of a piece of music, or a comparison of artists, the message was the same: this is the standard for good writing, and there are no compromises on these expectations for quality.

The benefits of such an emphasis on writing appear to be two-fold. First, students process information in a much clearer way when they are required to write an answer. They "write to think" and, thus, gain the opportunity to clarify their own thought processes. Second, teachers have the opportunity to gain rich and complex diagnostic information about why students respond to an academic challenge the way that they do. In contrast to the binary feedback (right/wrong) provided by most assessments and worksheets, the use of performance assessments that require written responses allows the teacher to diagnose obstacles to student learning. By assessing student writing, teachers can discern whether the challenges faced by a student are the result of vocabulary issues, misunderstood directions, reasoning errors, or a host of other causes that are rarely revealed by typical tests.

The association between writing and performance in other academic disciplines was striking, and this gets to the heart of the curriculum choices that teachers must make. At the elementary level, for example, teachers were faced with a formidable set of curriculum standards in both science and writing. Many of the most successful schools reported that they had to sacrifice time allocated to every other curriculum area except reading, writing, and mathematics. Nevertheless, more than 80 percent of the 135 elementary schools in the study improved in science scores in 1998, compared to 1997. The Pearson correlation between writing improvement and science improvement is striking: .74—a large correlation in virtually any area of social science research. This correlation took place without any changes in the science curriculum and few apparent modifications in teaching methods. I would offer the same caution as provided earlier in the chapter that correlation is not causation. Nevertheless, when two variables appear to behave in such a similar way, it is difficult to escape the conclusion that an emphasis on writing improvement has a significant impact on student test scores in other disciplines, including science.

External Scoring

Another striking characteristic of the 90/90/90 Schools was frequent external scoring of assessments. While many schools continue to rely upon the idiosyncratic judgment of individual

teachers for a definition of "proficiency," the high-achieving schools made it clear that no accident of geography or classroom assignment would determine expectations for students. Rather, these schools developed common assessment practices and reinforced those common practices through regular exchanges of student papers. One teacher would exchange papers with another teacher; principals would exchange papers with another school; and in one of the most powerful research findings, principals would take personal responsibility for evaluating student work.

When teachers exchange papers, it is imperative that they have a uniform basis on which to evaluate student work. The degree of agreement among teachers in their use of performance assessment scoring can be measured by "inter-rater reliability." Reliability, when the term is applied to traditional tests, is a measure of consistency. In the case of measuring consistency in scoring, it is simply the percentage of teachers who score an identical piece of student work the same way. If, for example, ten teachers evaluate a piece of student work, and eight believe that the work is "proficient" and two believe that it is only "progressing," then there is an 80 percent reliability rating for that test. This degree of reliability—80 percent—is the target at which teachers should aim as they jointly evaluate student work. It is very unusual (but not unheard of) for that level of agreement to be achieved the first time that teachers jointly score student work. More frequently, there are disagreements among teachers on the evaluation of student work. These disagreements usually stem from one of two causes. First, teachers frequently use implicit scoring criteria that are not part of the official scoring guide. Examples of implicit criteria include such statements as "He should have written in cursive," or "She knew that she should have included that character in her essay." While these expectations may have been reasonable to these teachers, those criteria did not appear in the scoring guide. It is therefore little wonder that other teachers, who did not share those implicit expectations, failed to mark students down for these failings.

The second cause of teacher disagreement is the lack of clear specifications in the scoring guide itself. Too frequently a disagreement among evaluators leads to an argument rather than to an exploration of how agreement can be achieved through a revision of the scoring guide. "If we change the definition of proficient from this to that, perhaps we could agree on how to mark this paper." Words such as these are the basis of a far more meaningful discussion than, "Of course it's proficient! Don't you see?"

Long-Term Sustainable Results without Proprietary Programs

One of the most powerful findings of the 90/90/90 study is the continuous nature of the success of these schools, even as the poverty of students attending these schools remains intractable. Several of the schools listed below have consistently appeared on the 90/90/90 list, even as students change from year to year, as the effects of poverty grow more onerous, and as parents participating in welfare reform programs are less likely to be at home before and after school. Moreover, these schools are achieving their success without proprietary programs. Let there be no doubt: Our role in this research is as researcher and reporter. None of the 90/90/90 Schools used a specific "program" or any other proprietary model in order to achieve their success. On the contrary, we observed effective teachers and administrators using strikingly similar techniques without the assistance of externally imposed methods of instruction. The techniques used by these schools are replicable, but there is certainly not a need for schools to purchase special textbooks, curriculum materials, or secret information to achieve the level of success enjoyed by these schools.

Non-Proprietary Instructional Practices

In an era in which school leaders appear to engage in a perpetual quest for the magic bullet of educational success, it is noteworthy that none of the 90/90/90 Schools relied exclusively upon a proprietary program to achieve their success. Instead, these schools used consistent practices in instruction and assessment, with support from local teachers. For those who believe that education remains an interactive process that cannot and should not be "teacher-proofed," these research findings are encouraging. The other edge of this particular razor is that we cannot depend upon proprietary systems to save us. It is the collective work of teachers, students, parents, and leaders that will ultimately lead us out of the present malaise. Every one of the 90/90/90 Schools had academic content standards, but so do many ineffective schools. The distinguishing characteristic of the 90/90/90 Schools was not merely that they had standards, but rather, how the standards were implemented, monitored, and assessed.

Data from the "90/90/90" Studies

A current list of some of the 90/90/90 Schools from Milwaukee, Wisconsin, is provided by the school system in their comprehensive accountability report. Since the publication of the first list in 1998, the number of schools qualifying for the designation has more than tripled. The data were independently verified by Schmoker (2001) in direct interviews with Milwaukee administrators. These schools have graciously hosted hundreds of visitors in the past few years as their successes have become more widely recognized. Researchers and educators should always be willing to share their sources of information and welcome the reviews of colleagues in the field. However, I cannot help but note how profoundly disturbing it is to me that I am frequently requested—demanded is not too strong a term—to produce the names and locations of these schools. In fact, these schools have received significant public attention through the Video Journal of Education, Volumes 802 and 803 (Linton Professional Development Corporation, 1988). Research should, of course, be subject to verification and scrutiny. Nevertheless, I cannot avoid noticing that in my many years of conducting, writing, and reviewing educational research, I have never seen such a demand for "names, dates, and places" accompany the allegation that children who are poor and children of ethnic minority groups perform badly on tests. When *The Bell Curve* (Herrnstein and Murray, 1994) was published with the widely accepted assertion that children who are black and poor perform badly on academic achievement tests, I cannot recall a single instance of demands for the names of students who were subjects of the studies cited. When we have demonstrated that poor and black children perform well, we are inundated with demands for verification. These demands speak volumes about the expectations of children based on their appearance and economic status.

After the original accountability report documenting the 90/90/90 schools, Milwaukee Public Schools has issued subsequent accountability reports. The findings from these reports are striking. In brief, these findings include the following:

1. Techniques used by the 90/90/90 Schools are persistent. The students are still poor and their economic opportunities have not improved. Nevertheless, more than 90% of the students in these schools continue to meet or exceed state standards.
2. Techniques used by the 90/90/90 Schools are replicable. The first time the district tracked these schools; only seven 90/90/90 Schools were identified. In the most recent report, 13 schools meet the criteria for this distinguished label.
3. Techniques used by the 90/90/90 Schools are consistent. These schools are not lurching from one fad to another. While they differ in some respects with regard to implementation, they are consistent with regard to the following areas of emphasis:

- Writing—students write frequently in a variety of subjects.
- Performance Assessment—the predominant method of assessment is performance assessment. This does not mean that these schools never use multiple-choice items. However, it is performance assessment in several different disciplines that local observers have associated with student progress.
- Collaboration—teachers routinely collaborate, using real student work as the focus of their discussion.
- Focus—teachers in these schools do not try to "do it all" but are highly focused on learning.

Additional Information on Success in Challenging School Environments

Over the years, I have continued to hear doubts and challenges that poor students can perform well. Indeed, the charge is frequently leveled that comprehensive accountability systems are disadvantageous for poor schools. In fact, systematic research from comprehensive accountability systems allows us to document and celebrate the success of students in these schools. Two additional sources of research on this subject come from strikingly different sources. Casey Carter, author of the "No Excuses" case studies from the Heritage Foundation (1999), provides a conservative viewpoint. The details of these cases are available at www.heritage.org. A politically liberal viewpoint is often associated with Kati Haycock and the Education Trust (1998, 2001). Their landmark research on student success in high poverty schools makes a striking case that these schools are not isolated anecdotes. Indeed, the fundamental finding from the Education Trust studies is that however important demographic variables may appear in their association with student achievement, teaching quality is the most dominant factor in determining student success. It turns out, of course, that teaching quality and subject matter certification is much more likely to occur in economically advantaged schools. The case made by Haycock and others at the Education Trust is clear: the key variable is not poverty, but teaching quality. While poverty and other demographic variables may be important, they are not determinative in predicting student success. The detailed research from the Education Trust, including an interactive program allowing the user to specify the characteristics of a school and find specific data on comparable high-performing schools throughout the nation, is available at www.edtrust.org.

The consensus of the evidence from very different perspectives is clear: effective teaching and leadership make a difference. The lessons of the 90/90/90 Schools as well as the lessons of other studies provide convincing evidence that accountability systems, properly designed, can provide a wealth of information for those desiring to find the keys to improved achievement for all students.

USING THE 90/90/90 PRACTICES TO IMPROVE ACHIEVEMENT AND CLOSE THE EQUITY GAP

Researchers and practitioners must always confront the gap between theory and reality, between anecdote and evidence. "Sure it worked there," the skeptics say, "but our kids are different." The ultimate test of the 90/90/90 research is whether it is sustainable and replicable. Simpson (2003) provides compelling evidence that the practices of the 90/90/90 schools can be applied in a diverse urban environment with similar results:

Like the city, Norfolk Public Schools, the first public school system in Virginia, has seen its fortunes go up and down. It's an urban district that serves a diverse population: 67 percent of students are black and 28 percent are white. More than 65 percent of students qualify for free and reduced-price lunches

- 100 percent of our schools met the state benchmarks in writing in all grades tested.
- 100 percent of our high schools met the state benchmarks in chemistry.
- 100 percent of our middle schools are fully accredited in earth science.
- 100 percent of our middle and high schools showed positive trends in reading, literature, and research.

Also, our schools reduced the achievement gap between white and black students in third, fifth, and eighth grades, with both groups continuing to improve. They decreased disciplinary actions by 15 percent, the number of long-term suspensions by 14 percent, and the number of expulsions by 66 percent. In addition, we have two "90/90/90 schools." These are schools with more than 90 percent of students eligible for free and reduced-price lunch, more than 90 percent are minority students, and more than 90 percent of students met high academic standards on the state's Standards of Learning tests. (Simpson, 2003, pp. 43-44).

At the beginning of the 2002-2003 school year, I examined the accountability reports of each of the schools in Norfolk, Virginia, and conducted numerous site visits and interviews. In particular, I wondered if the buildings that experienced gains of 20 percent or more in their academic achievement in language arts, mathematics, science, and social studies were significantly different than their counterparts in other schools. The schools with the greatest gains were not similar demographically, as they included high-poverty and low-poverty student populations. The financial support, staffing patterns, union agreements, and central office support were similar for all schools. Therefore, neither the demographic variables of students nor the external variables of funding and labor agreements could explain the extraordinary differences between the schools. The keys to improved academic achievement are professional practices of teachers and leaders, not the economic, ethnic, or linguistic characteristics of the students. The Norfolk accountability system revealed striking similarities to other research on the characteristics of successful schools. Although surely there are many other traits shared by effective organizations of all types, the Norfolk Accountability System provided an insight into measurable indicators that were linked to the largest gains in student achievement. These characteristics also make clear that successful accountability is not the exclusive domain of the "Department of Accountability" in the central office, but rather is a responsibility shared throughout the system on many levels. The observations made on the basis of this inquiry are strikingly similar to observations I have made in other school systems over the course of several years. The following paragraphs highlight the nine characteristics that distinguished the schools with the greatest academic gains.

The Impact of Collaboration

First, the schools devoted time for teacher collaboration. This was not merely an exercise in idle discussion nor at attempt to get along in a friendly and collegial fashion. Rather, collaboration meetings were focused on an examination of student work and a collective determination of what the word "proficiency" really means. At first, teachers identified wide variations in their opinions and were alarmed to see how differently they evaluated the same piece of student work. In the course of many sessions, the most effective schools made time for collaboration very frequently

and in some cases did this every day. Where does the time come from for effective collaboration? None of these schools had extra money in the budget or more hours in the day. Rather, they used the time that they already had with an intentional focus on collaborative scoring of student work. For example, the principals made their faculty meetings "announcement-free zones." Rather than drone through a laundry list of announcements (with inevitable comments and controversies), their rule was that the transmission of information would always be in writing. This allowed time formerly devoted to faculty meeting announcements to be dedicated to collaboration. The principals were literally on the same side of the table as their faculty members, with faculty members who were experienced in collaborative scoring taking turns facilitating faculty meetings. The other source of time for collaboration was professional development meetings. Rather than presentations by outside staff developers, a significant degree of the professional development time was allocated to collaborative scoring. These educators knew that collaboration is hard work. Moreover, they understood that it is a skill acquired over time. Hence these remarkably effective schools did not have a "collaboration day" or a "collaboration workshop" but rather made the collaborative scoring of student work a part of their regular routine.

The Value of Feedback

Second, the schools with significant improvements provided significantly more frequent feedback to students than is typically the case with a report card. Emulating their most successful colleagues in music and physical education, teachers provided feedback in real time. They knew that a basketball coach does not provide hits on an effective jump shot nine weeks after an error, nor does a great music teacher note the improper position of the violinist's left hand weeks after noticing the mistake, but rather coaches and musicians provide precise and immediate feedback. In some cases, teachers took a triage approach, providing traditional report cards to successful and self-directed students, while providing weekly reports on their progress to students who were struggling. Their approach to feedback was consistent with Robert Marzano and his colleagues whose meta-analysis of research on student achievement revealed that feedback had a profound impact on student achievement, provided that the feedback was timely, accurate, and specific (Marzano, Pickering, and Baily, 2001). The emphasis that these teachers placed on accuracy in feedback was remarkabe. Unlike the "positive distortion" that clouds so much classroom feedback (Foersterling and Morgenstern, 2002), teachers with large gains were committed to feedback that was consistently accurate, with student performance compared to unambiguous expectations.

The Impact of Time

Third, the schools with large gains made dramatic changes in their schedule. Although they had the same budget, state requirements, teacher's union contract, and other restrictions as other schools in the system, the schools with large gains made remarkable schedule changes. At the elementary level, they routinely devoted three hours each day to literacy, with two hours of reading and one hour of writing. At the secondary level, they routinely provided double periods of English and mathematics. This was not a shell game in which they used the block schedule to double up some times but cut back on English and math in other times, but rather represented a genuine increase in instructional hours of math and English. The essential nature of instructional time is hardly a new idea, yet in an astonishing number of schools, the schedule is revered more than the Pledge of Allegiance, Constitution, and Magna Carta combined. To break the mold in student achievement, these schools discovered, they had to break the schedule. It is interesting that this commitment to time for literacy instruction occurred in a state in which social studies

10

and science content examinations were required. These teachers and principals did not change the schedule to over-emphasize literacy because they disregarded science and social studies, but rather because they knew that literacy was essential for success in every content area.

Action Research and Mid-Course Corrections

Fourth, teachers engaged in successful action research and mid-course corrections. In many of the schools with the greatest gains, their school accountability plans were not static documents set in concrete before the beginning of the school year, but dynamic and flexible guides. They asked the central office for permission to change goals and strategies that were not effective and start new ones that held promise, even during the school year. Moreover, these faculties and leaders learned from one another. An illustration of their commitment to the application of action research is the use of word walls at the secondary level. Because both the school improvement data and the instructional techniques associated with those improvements are transparent in a system of holistic accountability, the teachers who had achieved great things with students were subject to being questioned by colleagues throughout the system about their success. When in earlier years, elementary educators reported that significant improvements in vocabulary and reading comprehension results were associated with the implementation of word walls, the secondary science and social studies decided to adopt the idea. They created walls with words containing essential science and social studies vocabulary, sometimes associated with vivid visual images, and used those vocabulary words throughout the year. In other examples of effective action research, teachers replicated one another's writing rubrics, interdisciplinary assessments, and student motivation practices.

Aligning Teacher Assignments With Teacher Preparation

Fifth, principals made decisive moves in teacher assignments. Some writers have argued that when test scores are down, the entire school should be reconstituted and the entire faculty dismissed. In my observations, however, principals have made impressive gains by reassigning teachers to different grades within the same school. Consider what has happened to the curriculum – particularly in the fourth, fifth, and sixth grades – over the past decade. There has been an enormous growth in the complexity of the curriculum, particularly in math and science, with an accompanying set of assumptions about the undergraduate curriculum of the teachers responsible for those grades. Those assumptions have sometimes been wildly inappropriate. When the fourth grade curriculum requires an understanding of algebra and scientific inquiry and the teacher's undergraduate preparation does not include those subjects, there is a challenge that will not be solved with a one-day staff development course in academic standards. The teachers whose undergraduate backgrounds fail to match the standards are not bad people nor are they unprofessional educators. Rather, their preparation is better suited to a different grade level. Effective leaders know that they should seek not to "fix" the person, but rather find a job (and accompanying set of standards) that best meets the teacher's abilities and backgrounds. By making decisive moves in teacher assignments, these principals saved the careers of some teachers and dramatically improved the achievement of their students.

Constructive Data Analysis

Sixth, successful schools included an intensive focus on student data from multiple sources, and specifically focused on cohort data. They were less interested in comparing last year's fourth grade class to this year's fourth grade class (which are, in most instances, different children) and

more interested in comparing the same student to the same student. Their most important questions were not, "Is this year's class different from last year's class?" but rather:

- "What percentage of a group of students is proficient now compared to a year ago?"
- "What percentage of our students have gained one or more grade levels in reading when we compare their scores today to their scores a year ago?"
- "Of those students who were not proficient a year ago, what percentage are now proficient?"
- "Of those students who were proficient a year ago, what percentage are now advanced?"

In brief, these teachers compared the students to themselves rather than to other groups of students. This analysis allowed them to focus their teacher strategies on the needs of their students and not on generic improvement methods.

Common Assessments

Seventh, the schools with the greatest improvements in student achievement consistently used common assessment. This is a dangerous recommendation to consider in an era in which the most frequently heard complaint across the educational landscape is that students are over-tested. To be sure, many students are over-tested; but they are under-assessed. The distinction between testing and assessment must be clear. Testing implies an end-of-year, summative, evaluative, process in which students submit to a test and the results – typically many months later – are used by newspapers and policy makers to render a judgment about education. By the time the results are published, they are ancient history in the eyes of the student and teacher. Contrast this to the best practice in assessment, in which students are required to complete a task and then very soon – within minutes, hours, or days – they receive feedback that is designed to improve their performance. Effective assessment is what great music educators and coaches routinely provide to their students. Moreover, great educators use assessment data to make real-time decisions and restructure their teaching accordingly. The track coach, for example, does not use the previous year's data to make decisions about assembling relay teams or selecting students to compete for the state finals. Rather, the most recent data available is far more important than the final results from the previous year. Similarly, the data from last quarter on a school-based assessment is far more helpful than the data from last year's test. Common assessments also provide a degree of consistency in teacher expectations that is essential if fairness is our fundamental value. Although individual teachers must have discretion on a day to day and hour to hour basis to teach, re-teach, and otherwise meet the needs of individual students, they do not have the discretion to presume that their students "just can't do it." The use of a common assessment for each major discipline allows for a combination of daily discretion and independence by teachers, while preserving a school-wide commitment to equity and consistency of expectations.

The Value of Every Adult in the System

Eighth, these remarkably successful schools employed the resources of every adult in the system. In holistic accountability systems, we can explore the extent to which professional development is distributed among all adults in the system. In a few remarkable cases, for example, there is profound respect for every employee, including bus drivers and cafeteria workers. The respect for these employees is evidenced by their inclusion in professional development opportunities in classroom management and student behavior. Leaders recognized that the student's day does not really begin in the classroom, but on the bus or perhaps during free breakfast. By committing their systems to consistency in the education and behavior of adults, these leaders ensure that

every adult leader, from the bus driver to the food service employee to the classroom teacher is regarded as a significant adult leader in the eyes of students. The language concerning student behavior, sanctions, and rewards, is consistent and the results are impressive. Concomitant with gains in student achievement, these schools witnessed dramatic improvements in student behavior, including a reduction of bus misbehavior and disciplinary incidents outside the classroom.

Holistic accountability (Reeves, 2001) reviews allow a consideration of other extraordinary performances, including those by school nurses, library/media center specialists, school secretaries, custodians, counselors, psychologists, security guards, and many other unsung heroes whose exceptional efforts are disregarded in the typical accountability report. While holistic accountability does not provide a cookie-cutter approach to school success, it does reveal the remarkable impact of every adult in the system on student achievement.

Cross-Disciplinary Integration

Ninth, there is explicit involvement of the subjects that are frequently and systematically disregarded in traditional accountability systems – music, art, physical education, world languages, technology, career education, consumer and family education, and many other variations on the these themes. Analysis of holistic accountability data reveals that the involvement of these seemingly peripheral subjects in academic achievement is neither serendipitous nor insignificant. Rather, there is a deliberate strategy of involvement in these subjects in the improvement of academic results for all students. A few examples will serve to illustrate the point. Teachers meet together to review student achievement data at a deep level, including the sub-scale scores. The discussion is not that "math scores are low" but rather that "the sub-scales reveal that we need to work in particular in fractions, ratio, and measurement." This leads the music teachers to develop activities in which musical rhythms reveal the relationship of whole-notes, half-notes, and quarter notes. Art teachers work on perspective and other representational art that makes explicit use of scale. Physical education teachers allow students to choose to run either a millimeter or a kilometer, and when they make the wrong choice, it is a lesson most students remember well.

In a striking example of collaboration in Norfolk, the teachers in music, art, and physical education collaborated to teach a social studies unit about African studies and the nation of Mali, the home of many of the students' ancestors. Using dance, literature, vocabulary, geography, history, song, and other engaging activities that crossed disciplinary boundaries, the teachers took the Mali unit out of the shadows of the final week of school and infused it throughout the school year. It is hardly an accident that these students also displayed astonishing improvements in their performance on state social studies tests.

Other Urban Success Stories

Norfolk is hardly an isolated example of success in urban school systems. In Indianapolis, Indiana, the Wayne Township Metropolitan School Corporation is among many that has demonstrated that academic improvement is compatible with high percentages of minority and poor students in the student body. In St. Louis, Missouri, Dr. Chris Wright and her colleagues have led successful initiatives in both Riverview Gardens and Hazelwood school districts. Now, under the leadership of Dr. John Oldani and Dr. Dennis Dorsey of the Cooperating School Districts of St. Louis County, these techniques are having an impact throughout the St. Louis area. In Los Angeles County and Orange County, California, urban, suburban, and rural school systems are collaborating to create significant gains in student achievement.

The Wayne Township results are particularly interesting, as they represent not only an example of successful accountability, but also the ability of a complex urban school system to replicate the success of other systems. The Wayne Township experience demonstrates that holistic accountability is not merely the result of idiosyncratic case studies, but rather the result of systematic replication of best practices from within and outside a school system. The demographic characteristics of Wayne Township might be those of any urban system, with 26 different languages spoken by the students, free and reduced lunch enrollment as high as 80% in some schools, and minority enrollment increasing in a number of schools to the point that a majority of students are from minority ethnic backgrounds in some buildings. What is unusual, however, is the relentless focus of this school system on collaboration, academic standards, and nonfiction writing at every level. In particular, the years from 1999 through 2003 represent an extraordinary effort to augment the state's accountability system with a district-based holistic accountability system. In addition to the state tests, the district administers pre- and post- tests for every student in the fall and spring of each academic year. For the year ending in June of 2002, every single school made significant gains in mathematics and language arts. In addition, the schools with the highest poverty levels made the greatest gains, perhaps because those schools displayed the most intensive focus on changing schedules, instructional practices, building-level assessment, and leadership. It was therefore no surprise that when the state tests were administered in the fall of 2002, every building displayed significant growth, but those buildings with the highest poverty levels displayed the greatest growth in academic achievement. These gains exceeded 20% in the case of several schools within the district.

Without a constructive accountability system, these results might be passed off as the temporary reaction to test preparation resulting from pressure from state authorities. The facts contradict such a presumption. Every school in Wayne Township tracked specific practices in leadership and teaching. In the case of those schools with the greatest gains, there were common assessments on a monthly or quarterly basis. In addition, faculty meetings and staff development sessions were routinely devoted to collaborative scoring of student work. Each of the schools had common scoring rubrics so that there were consistent descriptions of what the word "proficient" means in practice. Following the lead of the district, each school embraced the use of "power standards" so that teachers were able to focus on a few of the most important standards rather than every single standard established by the state. This is among the most important observations of this holistic accountability study: higher test scores resulted not from mindless test prep and frantic coverage of every standard, but rather from the thoughtful application of the most important standards to creative and engaging teaching strategies.

It was noteworthy that the schools that had the greatest gains did not eliminate special area courses, such as music, art, physical education, and technology. Rather, these courses were explicitly a part of the academic preparation of every student. In schools with the highest gains, each teacher in the special areas was given the standards in mathematics and language arts in which students needed the greatest amount of help. Each of these teachers incorporated some of those language arts and math standards into their daily lessons.

Finally, the principal was personally involved in the evaluation of student work. The building leader regularly met with students and parents to discuss student achievement in specific terms. Moreover, the principals personally administered common assessments every month in language arts and math. By giving up faculty meetings, the principal helped to provide additional time for collaborative scoring of student work. The principal also encouraged every teacher to display proficient and exemplary student work in a highly visible manner. The result of these displays

was that every student, parent, and teacher had a clear and consistent understanding of what the school-wide scoring rubrics meant in practice.

## *The Impact of Holistic Accountability on Equity*

As impressive as the improvements in academic achievement were in Wayne Township, the gains in equity were nothing short of extraordinary. Figure 1 showed the typical negative relationship between poverty and student achievement. The more likely a school is to have high percentages of poor and minority students, the less likely the school is to have a high proportion of the students achieve academic proficiency.

The line extending from the upper left to the lower right shows that as the percentage of students in poverty (as defined by those eligible for free or reduced lunch) increases, the achievement (as measured by test scores) decreases. This relationship is not perfectly negative (-1.0) but it is substantial in most national research, ranging from -.6 to -.9. The prevailing assertion in more than four decades of research on the topic is that variables such as student poverty account for 90% or more of the variation in student test scores (Marzano, 2003). If we stop with a consideration of Figure 1, then these prevailing assertions will carry the day. The accountability evidence, however, suggests that there are specific teaching, leadership, and curriculum strategies that will mitigate the impact of poverty.

Figures 2 through 5 indicate that the negative relationship between student poverty and student achievement is not a certainty. Although the grade 6 language arts scores are disappointingly negative (- .35), in both grades 3 and 6, the relationships between poverty and achievement are far lower than is the case nationally, and in three out of four examples, the relationships are almost flat. In other words, this school system has demonstrated that the relationship between poverty and student achievement can be negligible.
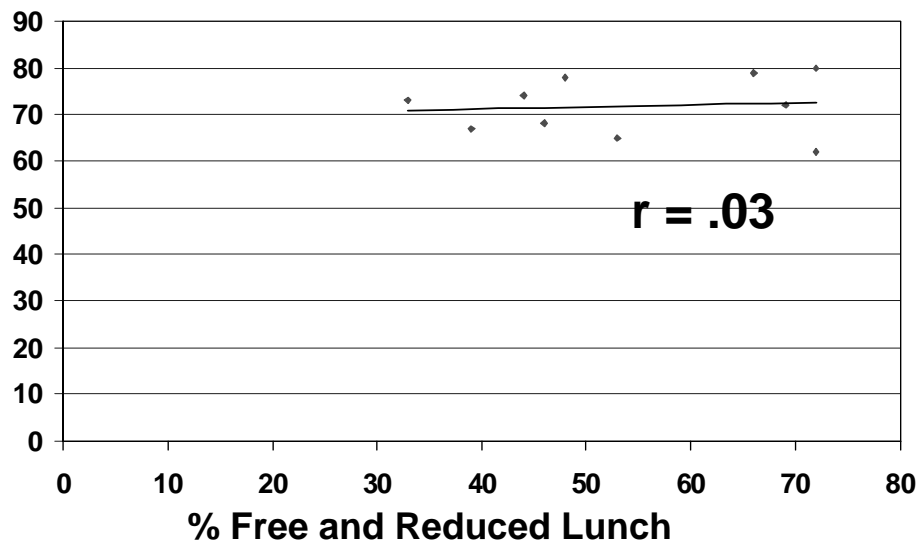
Figure 2
Relationship Between Poverty and 3rd Grade Language Arts Achievement
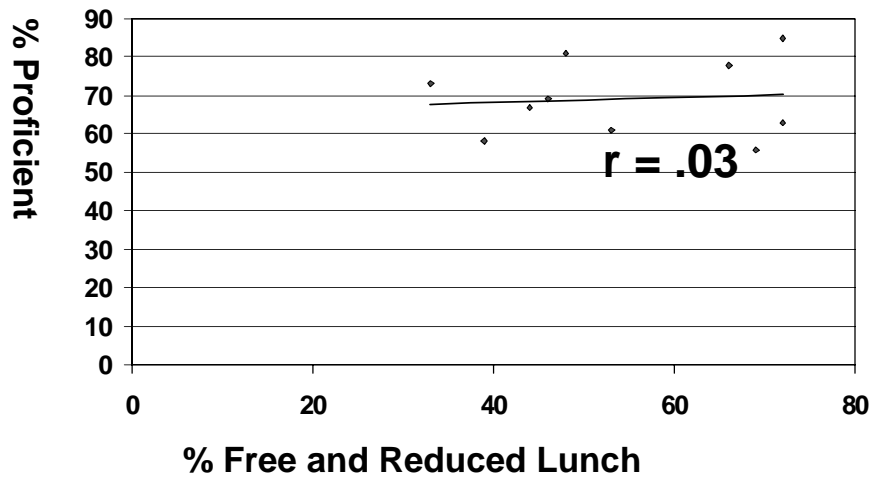
Figure 3
Relationship Between Poverty and Third Grade Mathematics

Equity Need Not Be A Dream

The Wayne Township experience demonstrates that equity need not be a dream. Every single building in the district – elementary through high school – achieved one of the following two equity indicators. The difference between students eligible for free and reduced lunch and the average was less than 10 percent, or the difference between the largest minority group of students and the average was less than 10 percent. These data points are totally consistent with the improvements in equity in Milwaukee, Freeport, Riverview Gardens (St. Louis metropolitan area), and others.
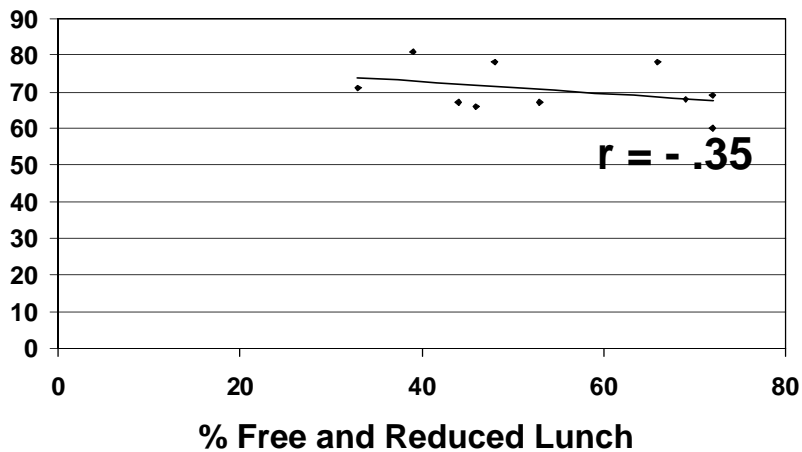
Figure 4
Relationship Between Poverty and Sixth Grade Language Arts
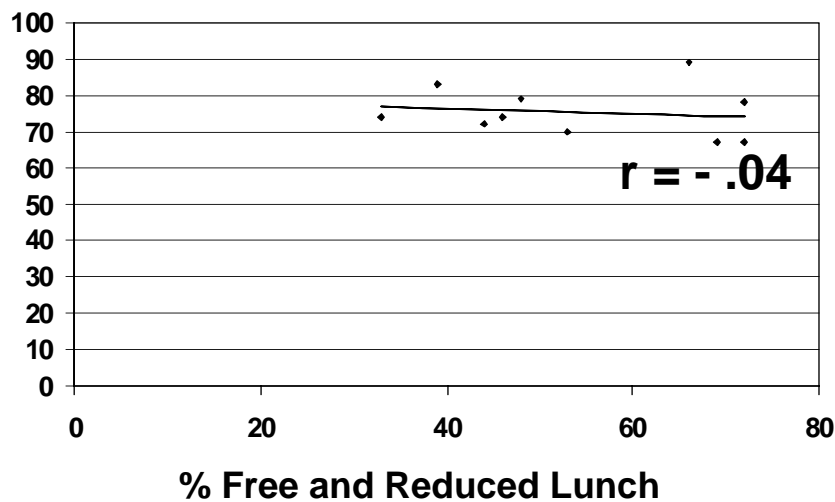
Figure 5
Relationship Between Poverty and Sixth Grade Mathematics

While no one disputes that poverty, linguistic differences, and culture can be important variables influencing student achievement, the research is clear that variables in teaching, curriculum, and leadership are profoundly important. In fact, these variables, that teachers and leaders can control, are more influential over student achievement than the intractable variables of poverty, culture, and language.

CRITICS, CYNICS, AND URBAN EDUCATION SUCCESS

We must take a few minutes to address the inevitable critics who appear to be constitutionally unable to believe that a success story in urban education exists. Whenever I share results such as those in Norfolk, Wayne Township, Milwaukee, Riverview Gardens, Freeport, or other successful urban schools, critics inevitably roll their eyes and allege that this surely must be a flash in the pan, the product of a frenzy of test preparation rather than sustainable reform. Others have claimed that the results must be due to the exclusion of under-performing children on test day. Still other critics claim that the students and teachers must be engaged in a massive cheating conspiracy. Others take issue with the methodology of the research, particularly if careful research controls (such as mobility and attendance) are used. The presence of those controls inflates achievement, the critics charge. After all, the studies reflect students who actually attend school. Of course, the absence of those controls would lead to charges of sloppy research. Either way, the critics find a way to ignore the continuing pile of research, of which my studies represent only a few pebbles. Marzano (2003) has assembled the most impressive evidence, using meta-analytic techniques that indicate the importance of teaching, curriculum, and leadership relative to poverty and ethnic identity. Demographic characteristics are relevant, but the preponderance of the evidence indicates that these characteristics are not destiny when it comes to academic achievement. The following is a brief consideration of challenges that I have heard made to the 90/90/90 research:

The only measure of success in this study is test scores, and there are better ways to assess student achievement.

Test scores are a way, but by no means the only way, to assess student achievement. It is interesting that one of hallmarks of the 90/90/90 Schools was an unwillingness to tolerate annual state or district tests as the sole measurements of achievement. These schools consistently elevate the importance of classroom-based, teacher-made tests that are collaboratively scored and used to provide immediate feedback to both students and teachers. From a research and policy perspective, however, it is necessary to have some consistent data in order to understand student achievement. While accountability should indeed be a holistic endeavor with multiple assessments of achievement, common tests of literacy and mathematics are useful to evaluate student achievement over time. Finally, the best accountability systems, including the one used in the original 90/90/90 research, included a balance of state, district, and school-based measures. Moreover, it included a narrative report from each school, providing a balance of qualitative observation and quantitative data.

The excessive time devoted to reading means less time for science and social studies.

This is true. Schools in the study were required by state law to take science and social studies tests, yet they made a deliberate trade-off to devote more time to reading comprehension and nonfiction writing, even if it meant that they had fewer hours of social studies instruction. This trade-off was wise for two reasons. First, their scores in social studies and science did not decline, but increased. One can speculate that it might have had something to do with the improved ability of students to read and understand the questions on the social studies and science tests. Second, our interviews of social studies and science teachers at the secondary level revealed their nearly unanimous conviction that the key to greater success in those disciplines at the secondary level was not more social studies and science instruction in elementary school, but students who could enter secondary school able to read on grade level. A substantial body of research (Foersterling and Morgenstern, 2002; Klentchy, Garrison, and Amaral, 2000) supports the teachers in this conviction.

The controls for attendance and mobility provide a positive bias for 90/90/90 schools.

This is not true. The accountability system provided "two-column" reporting for students in order to display the impact of mobility and attendance. In one column, the report shows the results for all students, and in the next column it shows the results for those students who were continuously enrolled during the school year. For attendance, the "all student" number was separated from the results for those students who attended school at least 90% of the time. These controls were made for all schools, not just the 90/90/90 schools. Therefore, a parallel comparison was made to high poverty, high minority schools for students with good attendance and continuous enrollment, but who did not have the success of students in the 90/90/90 schools. This is just good research design. In pharmaceutical research, we compare patients who receive the medicine (the experimental group) to those who receive a placebo (the control group). The research is only useful if those in the experimental group really take their medicine. If we are studying the impact of certain strategies in curriculum, teaching, and educational leadership, our research is of questionable value if we analyze the effects on students who were not present for the curriculum, teaching, and leadership strategies. Finally, it was noteworthy that the schools that had high mobility (as defined by more than 80% of students taking the spring test not

18

enrolled in September) and also high achievement, had strikingly similar characteristics to the 90/90/90 schools, with an emphasis on writing and collaboration.

The 90/90/90 schools used expensive programs, such as Success for All.

This is not true. Some schools used Success for All, and others did not. This makes emphatically clear that the brand name alone of a literacy program is not the predictor of success, but rather the professional practices employed by teachers and leaders in the building. In fact, some Success for All schools had high results, while others had poor results. It was the replicable professional practices, not particular programs, that were associated with student success.

The effects are transient and dependent upon a particularly effective principal and faculty.

This is not true. The effects are sustainable, with some schools maintaining this designation through different principals and high faculty turnover. The effects are replicable, with schools in other places (where there is also high turnover and teacher inexperience, particularly in high poverty schools). In the words of one teacher in the original study, "nobody volunteered to come to this school." Nevertheless, their collaboration, focus, and professional practices delivered results.

CONCLUSION

Perhaps the most compelling argument against any research about success in high poverty schools is the observation that there are cases where teachers are doing all of the right things, and yet student achievement remains low. There are no magic potions to deliver improved student achievement. The best that researchers and policymakers can do is to examine the preponderance of the evidence and draw appropriate conclusions. When a jury is presented with the evidence in a court case, it rarely has a perfect data set with unquestionable research. Rather, the jury confronts conflicting information, including information with errors, uncertainties, and differing interpretations. From this mix, we ask twelve people of good will and common sense to draw an appropriate conclusion based on the preponderance of the evidence.

The 90/90/90 research and the other evidence offered in this article fall far short of perfection. It does, however, contribute to the larger body of evidence that, in its totality, suggests useful strategies for high poverty schools. Moreover, in any research project, we must recognize that perfection is not an option. Rather, we can only choose among the errors that we commit, and attempt to minimize the risk of our errors. From a research perspective, we must choose between the risk of confirming a hypothesis that is not true and the risk of failing to confirm a hypothesis that is true. In the case of the professional practices recommended in this article, we also have two potential errors. One error is the replication of these practices, including an increase in our commitment to literacy, nonfiction writing, and collaboration, and the subsequent discovery that the students really did not need all of that extra work after all. What is the risk of this strategy? Excessively literate students? Teachers who collaborate too much? The other error is the failure to act while we search for perfection or persist in a state of disbelief. Risks attendant with such delay will be debilitating for another generation of students. I do not claim that the 90/90/90 research and its many counterparts in the literature are perfect. I only suggest that the risks of this research being wrong are minimal. The risks if the research is correct and ignored are grave.

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"90/90/90" – Douglas Reeves

ACE   90/90/90 schools
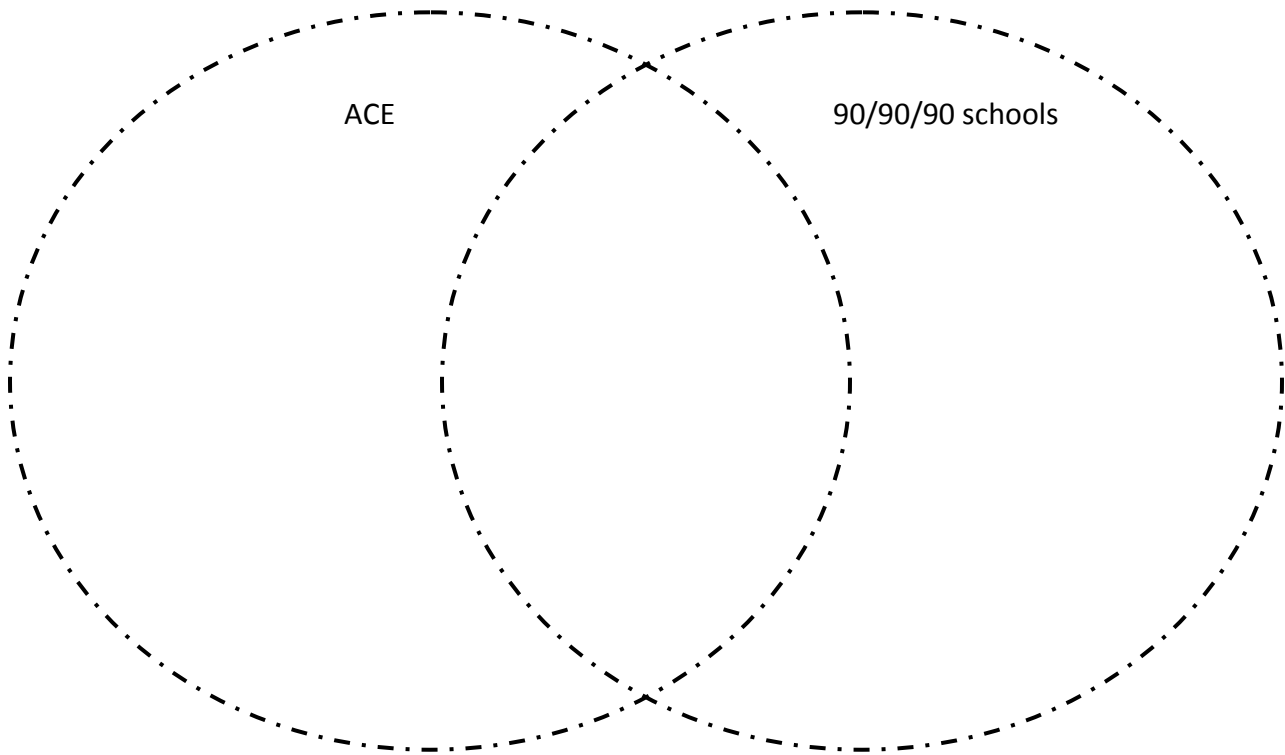
Questions that came up while I was reading…	Interesting information…	Aha's!...

Professional Development for Reading: Humanities Core Instructional Guidelines

Humanities Instructional Guidelines

2010-2011

<u>HUMANITIES INSTRUCTIONAL GUIDELINES</u>

<u>HUMANITIES OVERVIEW</u>
       PHILOSOPHY
       CURRICULUM
       ASSESSMENTS

<u>TEACHING PRACTICES AND TECHNIQUES</u>

- Reader's Workshop – 2x week
  - Mini-lesson
  - Guided Reading
  - Literature Circles
  - Independent Reading

- Writing Workshop – 3x week
  - DOL
  - Mini-lesson
  - Independent Writing
  - Writing Conferences

NOTE:
All of these instructional guidelines are explained fully in the following pages using this format:
1. Description of the practice
2. Explanation of the process or procedure
3. List of practice-specific artifacts (specific tools or demonstrative charts)
4. Possible assessments
5. Resources for more information

We recognize and honor the importance of teacher professionalism. The step-by-step procedures are presented in order to illustrate a process, but are not meant to be prescriptive. Many of these practices might occur together in a classroom (i.e. one period of a Reading Workshop class might include guided reading, a mini-lesson, an activity using literature circle groups, independent reading and a discussion). These guidelines are meant not as ends to themselves, but to be used as tools to help teachers meet their educational objectives. New teachers and experienced teachers are likely to use these tools differently. However, it is the expectation that these practices are taking place in all classrooms.

HUMANITIES OVERVIEW

Humanities course work combines the disciplines of English and history. The purpose of integrating the two disciplines is to deepen learners' understanding of both. Through Humanities curriculum, learners may study the literature of a certain era or place, and simultaneously study the politics, economics and social structure of that era or place. Learners may also study literature and history united by an underlying theme or question. In both cases, history is enriched by the literature and the literature is enriched by the history.

No single pedagogical approach is appropriate to educate a classroom of diverse learners, each with different learning styles and needs. A variety of pedagogies including guided practice, independent practice, project-based learning and direct instruction should be used to best meet the needs of each student. This document seeks to define a variety of approaches for use in the classroom, with an emphasis on student-centered, standards-driven, differentiated instruction, and authentic learning for our students.

The classroom must have a language-rich environment in order to maximize students' potential in reading and writing in a variety of forms, styles and genres. This means that through use of the instructional guidelines, teachers privilege reading and writing workshop models as differentiated means for learning deeply English and history content. Throughout the Humanities model we seek to enable learners to employ multiple languages well, including English and their home languages. The intention is to teach learners to use academic English in speaking and writing and to know when it is appropriate, as well as when it is powerful and meaningful, to use their home language.

Ongoing internal and external assessment drives instruction. Teachers analyze assessment data independently and in Humanities team meetings to address learners' needs as individuals and as a school.

CURRICULUM

The Humanities model is a course of study that teaches history and English in an interdisciplinary manner. The curriculum covers the California State standards for language arts and social studies. The curriculum involves ongoing inquiry through reading, research, writing and oral and written demonstration of ideas in the form of debates, simulations and specialized projects. Learners read novels, novellas, plays, biographies, short stories, poetry, historical texts, primary and secondary sources, articles and essays. TCI History Alive is the core of our history curriculum.

READING WORKSHOP IN HUMANITIES

DESCRIPTION
The Reading Workshop is defined as an "umbrella" or group of purposeful literacy experiences such as

- Mini-lessons
- Guided Reading
- Literature Circles/Book Clubs
- Independent Reading

with the final goal of enhancing each learner's effectiveness as a reader of fiction and non-fiction texts, including literature and historical readings. Using a variety of experiences within the workshop setting ensures all learning styles are met. The workshop approach implies learners are busily engaged in a range of literacy experiences that reflect real life meaning; learners will read in ways that can be applied throughout their lives. Learners learn by participating in the act of reading, not just hearing about it.

Reading workshop practices are intended to ensure that:

- Learners work together and independently
- Learners read different genres and styles of writing
- Learners establish goals for themselves and evaluate them
- Learners engage in meaningful discussion about their reading
- Learners actively read for meaning

PROCEDURE
Most Reading Workshops are 90-110 minute blocks, although this may vary depending on the teacher's objectives for class on any given day. Within the block the teacher has a menu of practices from which to choose. Ideally, teachers are employing two or more Reading Workshop practices at once each day. For example, students may be independently reading a book of their choice at home, while also participating in literature circles or studying a shared text in class. The overarching goal of the Reading Workshop is to address the needs and strengths of the learners using rich content to improve reading skills and practices.

ASSESSMENTS
Teacher evaluation of classroom discussion
Response to text activities [see appendix]
Group activity
Oral presentations

See Atwell book for explanation of ways to assess Reading Workshop (ie. Number of books read, types of genres, learning of mini-lessons)

RESOURCES FOR MORE INFORMATION
Reading For Understanding, A Guide to Improving Reading in the Middle and High School Classrooms, Schoenbach, Greenleaf, Cziko, and Hurwitz
Strategies that Work, Harvey & Goudvis
Reading with Meaning, Miller
The Art of Teaching Reading, Calkins
Yellow Brick Roads, Shared and Guided Paths to Independent Reading, Allen
An Introduction to Shared Inquiry, The Great Books Foundation
Literature Circles, Daniels
Best Practices for Teaching and Learning in America's Schools, Zemelman, Daniels and Hyde
In the Middle, Atwell
Teaching Reading in Middle School, Robb

READING MINI-LESSONS

DESCRIPTION

Mini-lessons provide intense direct instruction in a skill or process that will be used immediately in the activity or lesson following the mini-lesson. In learning a small, focused and strategic lesson, the learners are able to focus on acquiring a single skill or process and then practice it in an authentic context in the subsequent activity in order to "learn by doing." These lessons can be based on fiction or nonfiction texts. Mini-lessons are presented in small or whole groups. The goals of the mini-lessons are to teach reading procedures and skills in small portions, to allow students to practice their learning, to discuss what was learned and to understand it in a meaningful way.

PROCEDURE (recommended length: 5-15 minutes)

Steps:
1. Teacher identifies a teaching need or goal from observations, anecdotal notes, lesson plan or data analysis.
2. Teacher presents or has student expert present on board, overhead or flip chart the concepts or skills.
3. Teacher allows time for discussion, questions and answers.
4. Teacher gives learners an opportunity to practice their learning outside and/or in the context of the content of the unit.

ARTIFACTS present in classrooms teaching Mini-lessons
Charts, posters, overheads
Lesson plans
Explicit written purpose on board
Habits/Qualities Rubric
Six Traits Rubric

ASSESSMENTS
Response to text activities
Group activities
Habits/Qualities Rubric

RESOURCES FOR MORE INFORMATION
Craft Lessons, Teaching Writing K-8, Fletcher and Portalupi
Nonfiction Craft Lessons, Teaching Information Writing K-8, Fletcher and Portalupi
The Art of Teaching Reading, Calkins
In The Middle, Atwell
Nonfiction Matters, Harvey
I Read it, But I Don't Get It, Tovani
Real Reading, Real Writing: Content-Area Strategies, Topping and McManus
Guiding Readers and Writers, Fountas & Pinnell

<u>GUIDED READING</u>

DESCRIPTION

Guided Reading is a small group, teacher-driven practice that allows reading instruction to be personalized by creating homogeneous groups of students with similar needs in terms of reading comprehension skills. This activity occurs within the Reading Workshop, while the other students not working directly with the teacher are involved in independent reading, literature circles or project work. Learners have the opportunity to develop skills and strategies at their appropriate reading level. The teacher engages learners in discussion about reading skills and strategies, comprehension and the enjoyment of reading in order to make students more metacognitive readers. Guided Reading can be done with leveled and shared fiction and nonfiction texts.

PROCEDURE (recommended length: 30-40 minutes)

Steps:

1. Teacher sets up individual or group reading workshop activity (independent reading, literature circles, etc.) then works with one group at a time (6-12 minutes) while the rest of the class is engaged in the workshop activity. Within this setting, the teacher creates small groups of 3-6 learners demonstrating similar reading behaviors and instructional needs from DRA or Johns data. The teacher then determines instructional goals based on the readers' needs in order to explicitly teach strategies to individual groups.
2. The teacher introduces the learner to a fiction or nonfiction text.
3. Learners read independently or in a low voice with each other. The teacher may have learners read orally and talk with them individually about the book. The teacher also engages learners in vocabulary analysis, literary analysis, reading comprehension or other shared inquiry strategies.
4. Time permitting and based on student needs, the teacher meets with more than one guided reading group during the allotted time.

ARTIFACTS present in classrooms practicing Guided Reading
Book of Guided Reading Lesson plans
Organized Guided Reading Table with Word Work supplies
Assessment Book with DRA data and other assessment results
Guided Reading library of books
Strategies of a Good Reader chart or resource
Expository and Fictional Texts
Core Values Rubric

ASSESSMENTS
Individual and Group Conferences
Group Discussion
Response to Text Activities
Habits/Qualities rubric

RESOURCES FOR MORE INFORMATION

***Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*, Schoenbach, Greenleaf, Cziko, Hurwitz**

Guiding Readers and Writers, Fountas & Pinnell
Classrooms that Work They Can all Read and Write, Cunningham and Allington

LITERATURE CIRCLES/ BOOK CLUBS

DESCRIPTION
Literature circles allow learners to develop a deeper appreciation and understanding of fiction and nonfiction text through student-directed activities and discussions. By working in small heterogeneous groups based on chosen topics, authors, genres or specific titles, learners engage in meaningful discussions based on a shared text at a pace agreed upon by the group. Literature Circles can be used to supplement reading programs by allowing students to participate in book clubs to read and discuss novels of the group's choosing, but also can serve a variety of pedagogical needs by creating the structures through which students can discuss readings in small groups through a guided series of roles and prompts.   While this activity allows for a great deal of student autonomy, the teacher must explicitly teach norms and literature circle roles, and provide opportunities for students to practice them prior to running Literature Circles in order for them to be successful.

PROCEDURE (recommended length: 30-40 minutes)
Steps:
1. Learners work in small heterogeneous groupings and select a topic or text with the teacher.
2. Initially, the teacher scaffolds the instruction by guiding learners in proscribed roles in order to teach discussion skills, provide provocative questions and facilitate the student-driven discussion. While roles and role sheets are critical in the beginning of teaching students how to "do" literature circles, they can be phased out early on to allow students to experiment with the different roles readers play in a group. As discussion skills are acquired, students are able to transition into using a free flowing journal or response log to prep for and document their discussions.
3. Learners decide upon the length of reading, establish rules and roles for the literature circle meeting. Students may choose to focus on particular passages for deeper inquiry, grapple together on many sections for greater comprehension, discuss individually-generated questions or take a free-flowing approach to discussing the previous night's reading. During this time, the teacher observes conversations and participates only if the learners appear to get stuck.
4. Learners participate in ongoing self- and group-assessment to evaluate the progress of their groups. As the group nears the end of the reading, the teacher may choose to assign a group project (i.e. reader's theater, skits, presentations) or individual projects (i.e. writing assignment, art project, etc.) in order to give the students an opportunity to demonstrate their learning.

ARTIFACTS present in classrooms practicing Literature Circles
Role sheets (see Appendix for Sample Roles)
Sets of books or readings (4-6 of each title)
List of discussion starters and good questions
Organizational chart (book title, pages, dates, task)
Author studies

Core Values Rubric
Literature Circle Group Binders
Norms for Group Behaviors posted
Discussion Logs

ASSESSMENTS
Journals
Response to Text Activities
Discussion Logs
Reading Logs
Teacher observation of small group discussion
Group oral or written project
Group agreement outlining expectations
Core Values Rubric

RESOURCES FOR MORE INFORMATION
Guiding Readers and Writers, Pinnell & Fountas
Literature Circles, Daniels

INDEPENDENT READING

DESCRIPTION

Independent Reading allows teachers the opportunity to help individuals become readers who enjoy reading, develop their own likes and interests and consistently learn through their own practice. Learners read individually and quietly. Usually titles are selected independently but occasionally with teacher guidance. Research overwhelmingly demonstrates that students who read texts at or slightly above their reading level on a regular basis considerably improve their reading skill levels.

PROCEDURE (recommended length: 15-20 minutes in class; 30 minutes outside class)

Steps:

1. Initially, learners are introduced to Independent Reading through several mini-lessons on how to select books, abandon and evaluate books. Later, mini-lessons may focus on more metacognitive reading strategies.
2. Learners select appropriate books based on personal interest from an teacher's organized library of books of many genres, from the library, or from home.
3. While the learners are reading independently in and out of class, the teacher is able to have one-on-one conversations with individual learners about their reading response logs.
4. Learners complete reading response logs/letters as a way of capturing their thinking about their reading. Teachers use these logs to hold learners accountable and to provide learners feedback on their learning.

ARTIFACTS present in classrooms practicing Independent Reading

A well-organized classroom library with a large selection of books

Mini-lessons

Charts on process

Core Values Rubric

ASSESSMENTS

Reading Response Letters

Reading Logs

Book Boxes

Response to Text activities

Habits/Qualities Rubric

Extension Activities

RESOURCES FOR MORE INFORMATION

Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms, Schoenbach, Greenleaf, Cziko and Hurwitz

Guiding Readers and Writers, Pinnell and Fountas

WRITING WORKSHOP IN HUMANITIES

The Writing Workshop is defined as an "umbrella" or group of purposeful writing experiences such as:

- Mini-lessons
- Independent Writing
- Research Investigations
- Guided Writing
- Interactive Writing
- Grammar/DOL
- Spelling/Word Work/Vocabulary

with the final goal of providing an effective structure for developing writers. Using a variety of experiences within the workshop setting ensures all learning styles are met. It is a time of day when learners learn the writing process and have time to practice what they learn through independent writing. The Writing Workshop is defined as a group of purposeful writing experiences using rich English <u>and</u> history content to address learners' individual needs as writers. The workshop approach implies learners are busily engaged in a range of literacy experiences that reflect real life meaning; learners will write in ways that can be applied throughout their lives. Learners learn by participating in the act of writing, not just hearing about it. It is expected that instruction using the Six Traits of Writing be woven into and through Writing Workshop, demonstrated in mini-lessons, class activities, and student work. Writing Workshop practices are intended to ensure that:

- Learners work together and independently
- Learners read and write different forms of writing
- Learners establish goals for themselves and evaluate them
- Learners engage in meaningful discussion about their writing
- Learners actively write for understanding

PROCEDURE

Most Writing Workshops are 90-110 minutes in length, although this may vary depending on the teacher's objectives for class on any given day. Within the block the teacher has a menu of practices from which to choose. In the classic Atwellian model of Writing Workshop, students generate their own ideas for writing topics and assignments. However, teachers may use Writing Workshop to meet a wide variety of writing and content instructional needs and should balance writing workshop practices in a much more structured and deliberate way as needed.

Cooperative learning is an integral piece of the writing workshop. In order to achieve success with peer-editing, teacher edit, and peer-revision, cooperative learning skills must be explicitly taught. Depending on the teacher and the goals for the class, learners may be engaged in one activity, or in a variety of activities.

ASSESSMENTS

Because the "content" of Writing Workshop is based on mini-lessons, students should be assessed based on their understanding of this content and on the growth they show as writers. For maximum output and growth, mini-lessons should be largely procedural initially (i.e. rules for a writing workshop, how to use an editing check sheet) and move toward teaching writing conventions after the first few weeks. This will offer the teacher an ability to tackle classroom management before slowly increasing students' responsibility for their own learning.

RESOURCES FOR MORE INFORMATION
In the Middle, Atwell
The Art of Teaching Writing, Calkins
Guiding Readers and Writers, Pinnell and Fountas
Yellow Brick Roads, Allen

Interactive Writing, McCarrier & Pinnell

Best Practices for Teaching and Learning in America's Schools, Zemelman, Daniels and Hyde
Real Reading, Real Writing: Content Area Strategies, Topping and McManus
Lessons that Change Writers, Atwell

WRITING MINI-LESSONS

DESCRIPTION

Mini-lessons provide intense direct instruction in a skill or understanding that will be used immediately in the activity following the mini-lesson. In learning a small, focused and strategic lesson, the learner is able to focus on acquiring a single skill or understanding and then practice it in an authentic context in the subsequent activity in order to "learn by doing." Mini-lessons are presented in small or whole groups. The goal of the mini-lessons is to teach the craft of writing in small portions, to practice a skill, to discuss what was learned and to understand it in a meaningful way.

PROCEDURE (recommended length: 5-15 minutes)

Steps:

1. Identify a teaching need or goal from observations, anecdotal notes, lesson plan or data analysis related to literature or historical content.
2. Teacher presents mini-lesson to small or large group.
3. Teacher allows time for discussion, questions and answers.
4. Teacher gives learners a brief activity in which learners are challenged individually or in groups to apply the skills or understandings they learned in the mini-lesson.

ARTIFACTS present in classrooms practicing writing mini-lessons

Core Values Rubric

Six Traits examples (learner or other)

Explicit written purpose on board

Lesson plans

Six Traits rubric

Six Traits posters

Posted charts, graphics organizers, etc.

Writers Notebooks

ASSESSMENTS

Brief writing activities

Journals

Group activities

Longer writing assignments

Core Values Rubric

RESOURCES FOR MORE INFORMATION

Creating Writers, Vicky Spandel

Craft Lessons, Teaching Writing K-8, Fletcher

Nonfiction Craft Lessons, Fletcher

The Art of Teaching Writing, Calkins

In The Middle, Atwell

Guiding Readers and Writers, Fountas and Pinnell
Lessons that Change Writers, Atwell

INDEPENDENT WRITING

DESCRIPTION

Independent Writing allows teachers the opportunity to help learners become writers who enjoy writing, develop their own skills and interests as writers and consistently learn through their own practice. Learners write individually and quietly, on topics of their own choosing or as directed by the teacher, depending on the objectives for the class. During independent writing, learners engage in all aspects of the writing process: pre-writing, discovery draft, revising, editing (by both teacher and peers), final draft, and publication in order to build greater learner independence as writers. Each of these steps of the writing process must be explicitly taught and teachers must provide opportunities for learners to practice each step.

PROCEDURE

Steps:

1. Teacher identifies a teaching need based on student writing or instructional objective and teaches a brief mini-lesson.
2. Teacher then gives each learner an opportunity to write silently and independently. The teacher may choose to have learners do a writing activity in order to practice the mini-lesson (i.e. how to use quotes effectively when writing dialogue and write a conversation between two students about an upcoming event). Students may be engaged in a longer project (comparison/contrast essay based on immigration policies of different groups at the turn of the century) in which they are at varying stages in the writing process. In this case, the teacher uses the mini-lesson as a new lens through which the learner should view and develop his/her writing.
3. While learners are working independently, the teacher is able to have one on one writing conferences with individual learners about their writing.

ARTIFACTS

Writing Notebooks or journals
Editing or Revision checklists: self, peer and teacher
Published samples
Six Traits rubrics (teacher and learner)
Writing space with resources (labeled materials, dictionaries, idea jar, etc.)
Displayed learner samples scored on a traits rubric
Core Values Rubric
Shared or Guided Writing samples

ASSESSMENTS

Not everything students write needs to be assessed by the teacher. The purpose behind Independent Writing is as much to help students acquire and sharpen the habits of the writing process as it is the final products of their writing. The teacher must determine the objectives of the assessment prior to providing instruction and create rubrics based on the chosen objectives (i.e. evaluating writing for fluency, voice and structure) to ensure students ample time to

practice these conventions as well as to demonstrate them. Students can self-assess or peer assess with rubrics.

RESOURCES FOR MORE INFORMATION
Creating Writers Through 6 Trait Writing Assessment and Instruction, Spandel
In the Middle, Atwell
Yellow Brick Roads, Allen
Lessons that Change Writers, Atwell

DAILY ORAL LANGUAGE

DESCRIPTION

Daily Oral Language provides lessons that introduce and review writing conventions such as punctuation, capitalization and language usage skills. Learners have the opportunity to practice proofreading skills with teacher guidance. While DOL can be a pre-packaged program, ideally the teacher is striving to help learners practice editing skills. Eventually this practice could become personalized, completed through the self-editing, peer editing and teacher-learner writing conferences, and embedded within the Writing Workshop. DOL is commonly practiced during the first 5-10 minutes of class time as a warm-up activity.

PROCEDURE (recommended length: 5-10 minutes)
Steps:
1. Teacher puts two sentences on board, chart paper or overhead. Students write corrected sentences in their notebooks. These sentences may come from the DOL book, the STAR, content from the History/Social Studies unit currently being taught, or from student work. Ideally sentences are chosen which authentically fit within the teacher's larger lesson objectives in teaching writing.
2. Teacher asks students to identify errors, make corrections and explain the reasons behind each correction. Teacher identifies and explains corrections missed by learners.
3. Teacher may use DOL to lead into a mini-lesson to teach a particular convention in more depth. Follow-up mini-lessons enhance learners' understandings of these conventions.

ARTIFACTS present in classrooms practicing DOL and conventions
Mini-lesson notes from the Writer's Notebook
Learner's revised and edited text on overheads or paper

Core Values Rubric

STAR, ACE Writing Assessment sample tests

Six Traits Rubric
Student writing samples

ASSESSMENTS
Writing activities
Longer writing assessments
Individual student conferences
Core Values Rubric
Anecdotal notes
Conventions Rubric

RESOURCES FOR MORE INFORMATION
Daily Oral Language, Instructional Fair, Inc.

Appendix K

Teacher Evaluation Documents

ACE Charter School
Teacher Evaluation Rubric

	Expert 4	Proficient 3	Needs Improvement 2	Does Not Meet Standards 1
Planning and Preparation for Learning	Has a well-honed year plan that is tightly aligned with CA State Standards and CST's Plans all units backwards, aligned with high standards, state assessments, and all of Bloom's levels. Prepares diagnostic, formative, benchmark, and summative assessments to monitor student learning before beginning units of instruction; administers assessments to diagnose, plan, and address individual student need. Anticipates misconceptions that students are likely to have and plans how to overcome them. Designs lessons with clear, measureable goals closely aligned with standards and unit outcomes. Designs highly-relevant lessons that use multi-sensory tools that motivate all students and sweep them up in active learning. Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Plans for the year so students will meet state standards and be ready for external assessments based on Top 10 Standards and "I can" statements Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind. Generates assessments before commencing instruction of a particular unit. Plans formative and benchmark assessments to measure student learning. Uses formative and benchmark assessments to design and modify lessons. Anticipates misconceptions and confusions that students might have. Designs lessons focused on measureable outcomes aligned with unit goals, CA State Standards, and "I can" statements Designs lessons that are relevant, motivating, and likely to engage students in active learning. Designs lesson that target diverse learning needs, styles, and interests.	Has done some thinking about how to cover high standards and test requirements this year. Plans lessons with some thought to larger goals and objectives and higher-order thinking skills. Drafts assessments as instruction proceeds. Has a hunch about one or two ways that students might become confused with the content. Plans lessons with unit goals in mind. Plans lessons that will catch some student' interest and perhaps gets a discussion going. Plans lessons with some thought as to how to accommodate special needs students.	Plans lesson by lesson and has little familiarity with the CA State Standards and CST tests. Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals. Writes final tests shortly before they are given. Proceeds without considering misconceptions students may have about the materials. Plans lessons aimed primarily at entertaining students or covering textbook chapters. Plans lessons with very little likelihood of motivating or involving students. Plans lessons aimed at the "middle" of the class.

	Expert 4	Proficient 3	Needs Improvement 2	Does Not Meet Standards 1
Classroom management	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Successfully inculcates class routines so that students maintain them throughout the year. Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud. Gets students to buy into a highly effective system of incentives lined to intrinsic rewards. Effectively uses classroom management strategies to diffuse all discipline situations, engage students, and maximize instructional time so students spend 100% of time learning.	Clearly communicates and consistently enforces high standards for student behavior. Is fair and respectful towards all students and builds positive relationships. Commands respect and refuses to tolerate disruption. Teaches routines and has students consistently maintain them all year. Is a confident, dynamic "presence" and nips most discipline problems in the bud. Uses incentives wisely to encourage and reinforce student cooperation. Uses classroom management strategies to diffuse situations, engage students, and maximize instructional time so students spend at least 95% of time learning.	Announces and posts classroom rules and punishments. Is fair and respectful towards most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom. Tries to train students in class routines but many of the routines are not maintained. Tries to prevent discipline problems but sometimes little things escalate into big problems. Uses extrinsic rewards in an attempt to get students to cooperate and comply. Uses classroom management strategies sporadically; does not effectively diffuse discipline situations; loses instructional time to behavior disruptions.	Comes up with *ad hoc* rules and punishments as events unfold during the year. Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous. Does not teach routines and is constantly nagging, threatening, and punishing students. Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate. Gives away "goodies" (e.g. free time) without using it as a lever to improve behavior. Does not use effective classroom management strategies; behavior management situations take a front seat to instruction in the classroom.

ACE Charter School
Teacher Evaluation Rubric

	Expert 4	Proficient 3	Needs Improvement 2	Does Not Meet Standards 1
Delivery of Instruction	Exudes high expectations and determination and convinces all students that they will master the material. Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort and *ganas*, they will get smarter. Always grabs students' interest and makes connections to prior knowledge, experience, and reading. Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. Skillfully meets the learning needs and styles of all students by differentiating and scaffolding. Provides opportunities for differentiated instruction at least 4x per week and prioritizes based on student need Creates independent practice activities for students based on their own formative data, resulting in 5-6 different centers/stations Implements at least 3 Instructional Guidelines in each daily lesson.	Conveys to students: "This is important, you can do it, and I'm not going to give up on you." Tells students it's okay to make mistakes; effective effort and *ganas*, not innate ability, is the key. Activates students' prior knowledge and hooks their interest in each unit and lesson. Uses clear explanations, appropriate language, and good examples to present material. Differentiates and scaffolds instruction to accommodate most students' learning needs. Provides opportunities for differentiated instruction at least 3x per week and prioritizes based on student need Classroom procedures in place that allow for teacher to work with guided groups uninterrupted for 5-15 minutes at a time Implements at least 2 Instructional Guidelines in each daily lesson.	Tells students that the subject matter is important and they need to work hard. Tells students that making mistakes doesn't mean they're stupid; they can learn from errors. Tries to make the subject interesting and relate it to things students already know. Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate. Attempts to accommodate students with special needs, with mixed success. Implements Instructional Guidelines at a minimum in daily lessons.	Gives up on some students as hopeless. Doesn't prevent many students from feeling embarrassed when they make mistakes in school. Rarely hooks students' interests or makes connections to their lives. Often presents material in a confusing way, using language that is inappropriate. Fails to provide for differentiated instruction for students with special needs. Does not use Instructional Guidelines in daily lessons.

Sources:
"Teacher Evaluation Rubrics" by Kim Marshall (2009)
California Standards for the Teaching Profession, http://www.ctc.ca.gov/reports/cstpreport.pdf.

Page 3 of 6
9/21/2010

ACE Charter School
Teacher Evaluation Rubric

	Expert 4	Proficient 3	Needs Improvement 2	Does Not Meet Standards 1
Delivery of Instruction	Exudes high expectations and determination and convinces all students that they will master the material. Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort and *ganas*, they will get smarter. Always grabs students' interest and makes connections to prior knowledge, experience, and reading. Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. Skillfully meets the learning needs and styles of all students by differentiating and scaffolding. Provides opportunities for differentiated instruction at least 4x per week and prioritizes based on student need Creates independent practice activities for students based on their own formative data, resulting in 5-6 different centers/stations Implements at least 3 Instructional Guidelines in each daily lesson.	Conveys to students: "This is important, you can do it, and I'm not going to give up on you." Tells students it's okay to make mistakes; effective effort and *ganas*, not innate ability, is the key. Activates students' prior knowledge and hooks their interest in each unit and lesson. Uses clear explanations, appropriate language, and good examples to present material. Differentiates and scaffolds instruction to accommodate most students' learning needs. Provides opportunities for differentiated instruction at least 3x per week and prioritizes based on student need Classroom procedures in place that allow for teacher to work with guided groups uninterrupted for 5-15 minutes at a time Implements at least 2 Instructional Guidelines in each daily lesson.	Tells students that the subject matter is important and they need to work hard. Tells students that making mistakes doesn't mean they're stupid; they can learn from errors. Tries to make the subject interesting and relate it to things students already know. Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate. Attempts to accommodate students with special needs, with mixed success. Implements Instructional Guidelines at a minimum in daily lessons.	Gives up on some students as hopeless. Doesn't prevent many students from feeling embarrassed when they make mistakes in school. Rarely hooks students' interests or makes connections to their lives. Often presents material in a confusing way, using language that is inappropriate. Fails to provide for differentiated instruction for students with special needs. Does not use Instructional Guidelines in daily lessons.

Sources:
"Teacher Evaluation Rubrics" by Kim Marshall (2009)
California Standards for the Teaching Profession, http://www.ctc.ca.gov/reports/cstpreport.pdf.

Page 3 of 6
9/21/2010

	Expert 4	Proficient 3	Needs Improvement 2	Does Not Meet Standards 1
Assessment: monitoring and follow-up	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies. Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance. Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort. Works with colleagues to use formative and benchmark data, fine-tune teaching, re-teach, and help struggling students. Creates and administers formative assessments on a daily basis Creates guided group activities for students based on their own formative data Uses Response to Intervention (RtI) strategies in daily planning and instruction; assesses all students based on their level of development using the English Language Development (ELD) standards on a daily and weekly basis.	Frequently checks for understanding and gives students helpful information if they seem confused. CFU and uses this information to re-teach and/or modify lesson plans. Has students set goals, self-assess and know where they stand academically at all times. Regularly posts students' work to make visible and celebrate their progress with respect to standards. Uses data from formative and benchmark assessments to adjust teaching, re-teach, and follow-up with failing students. Creates and administers formative assessments on a daily/weekly basis Creates guided group (with teacher) activities for students based on their own formative data with an observable and measureable objective Uses Response to Intervention (RtI) strategies in weekly planning and instruction; assesses most students based on their level of development using the English Language Development (ELD) standards on a weekly basis.	Uses moderately effective methods (e.g. thumbs up, thumbs down) to check for understanding during instruction. Urges students to look over their work, see there they had trouble, and aim to improve in those areas. Posts some "A" student work as an example for others. Looks over students' tests to see if there is anything that needs to be re-taught. Uses Response to Intervention (RtI) strategies in unit planning and instruction; assesses some students based on their level of development using the English Language Development (ELD) standards on an infrequent basis	Uses ineffective methods ("Is everyone with me?") to check for understanding. Allows students to move on without assessing and improving problems in their work. Posts only a few samples of student work or none at all. Gives tests and moves on without analyzing them and following up with students. Does not use Response to Intervention (RtI) strategies in her/his planning; does not assesses students based on their level of development using the English Language Development (ELD) standards

	Expert 4	Proficient 3	Needs Improvement 2	Does Not Meet Standards 1
Family and community outreach	Shows each parent and in-depth knowledge of their child and a strong belief he or she will meet or exceed standards. Makes sure parents hear positive news about their children first, and immediately flags any problems. Assigns highly engaging homework, gets close to 100% return, and provides rich feedback. Deals immediately and successfully with parent concerns and makes parents feel welcome any time. Is successful in contacting and working with all parents, including those who are hard to reach.	Shows parents a genuine interest and belief in each child's ability to reach standards. Promptly informs parents of behavior and learning problems. Frequently updates parents on good news. Assigns appropriate homework. Holds students accountable for turning homework in. Gives timely and appropriate feedback on homework assignments. Responds promptly to parent concerns and makes parents feel welcome in the school. Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tells parents that he or she cares about their children and wants the best for them. Lets parents know about problems their children are having but rarely mentions positive news. Assigns homework, keeps track of compliance, but rarely follows up. Is slow to respond to some parent concerns and gives off an unwelcoming vibe. Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Does not communicate to parents knowledge of individual children or concern about their future. Seldom informs parents of concerns or positive news about their children. Assigns homework but is resigned to the fact that many students won't turn it in and doesn't follow up. Does not respond to parent concerns and makes parents feel unwelcome in the classroom. Makes little or no effort to contact parents.

ACE Charter School
Teacher Evaluation Rubric

	Expert 4	Proficient 3	Needs Improvement 2	Does Not Meet Standards 1
Professional responsibilities	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. Is an important member of teacher teams and committees and frequently attends after school activities. Frequently contributes valuable ideas and expertise that further the school's mission. Actively seeks out feedback and suggestions and uses them to improve performance. Meets at least weekly with colleagues to plan units, share ideas, and analyze formative and benchmark assessments. Submits 100% of weekly overviews and lesson plans via email by 5pm on Fridays to obtain feedback from team, Dean, and Lead Teacher.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. Shares responsibility for grade-level and school-wide activities and volunteers to serve on committees. Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Collaborates with colleagues to plan units, share teaching ideas, and look at student work. Submits 95% of weekly overviews and lesson plans via email by 5pm on Fridays to obtain feedback from team, Dean, and Lead Teacher.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines. When asked, will serve on a committee and attend an after-school activity. Occasionally suggests an idea aimed at improving the school. Is somewhat defensive but does listen to feedback and suggestions. Meets occasionally with colleagues to share ideas about teaching and students. Submits 90% of weekly overviews and lesson plans via email by 5pm on Fridays to obtain feedback from team, Dean, and Lead Teacher.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines. Declines invitations to serve on committees and attend after school activities. Rarely if ever contributes ideas that might help improve the school. Is defensive about criticism and resistant to changing classroom practice. Meets infrequently with colleagues, and conversations lack educational substance. Submits less than 90% of weekly overviews and lesson plans via email by 5pm on Fridays to obtain feedback from team, Dean, and Lead Teacher.

Staff Evaluation Timeline 2010-2011

Summer 2010
- With whole staff
  - Celebrate successes from 2009-2010
  - Identify school-wide goals for 2010-2011
    - Growth
    - Achievement
- With all staff
  - Teacher completes self-evaluation using ACE Teacher Evaluation Rubric
  - Teacher shares with Principal
  - Identify areas of growth for 2010-2011
  - Solidify PLP for 2010-2011

September 2010
- Principal observes classrooms via lens of teacher/principal-identified areas of growth and 6 strands of evaluation from CSTP's
- Principal provides immediate feedback
- Teacher identifies areas of focus depending on student and teacher need
- Principal communicates with Lead Teacher and Academic Dean

End of October 2010
- Revisit Teacher PLP and evaluate teacher progress toward CSTP strands and self-identified areas of focus
- Update PLP for Winter 2010 based on student and teacher need

November 2010
- Principal observes classrooms via lens of teacher/principal-identified areas of growth and 6 strands of evaluation from CSTP's
- Principal provides immediate feedback
- Teacher identifies areas of focus depending on student and teacher need
- Principal communicates with Lead Teacher and Academic Dean

End of December 2010
- Revisit Teacher PLP and evaluate teacher progress toward CSTP strands and self-identified areas of focus
- Update PLP for Spring 2011 based on student and teacher need
- Mid-year formal evaluation with staff

January 2011
- Principal observes classrooms via lens of teacher/principal-identified areas of growth and 6 strands of evaluation from CSTP's
- Principal provides immediate feedback
- Teacher identifies areas of focus depending on student and teacher need
- Principal communicates with Lead Teacher and Academic Dean

End of February 2011
- Revisit Teacher PLP and evaluate teacher progress toward CSTP strands and self-identified areas of focus
- Update PLP for Spring 2011 based on student and teacher need

March 2011
- Principal observes classrooms via lens of teacher/principal-identified areas of growth and 6 strands of evaluation from CSTP's
- Principal provides immediate feedback
- Teacher identifies areas of focus depending on student and teacher need
- Principal communicates with Lead Teacher and Academic Dean

End of April 2011
- Revisit Teacher PLP and evaluate teacher progress toward CSTP strands and self-identified areas of focus
- Update PLP for Spring 2011 based on student and teacher need

May 2011
- Principal observes classrooms via lens of teacher/principal-identified areas of growth and 6 strands of evaluation from CSTP's
- Principal provides immediate feedback
- Teacher identifies areas of focus depending on student and teacher need
- Principal communicates with Lead Teacher and Academic Dean

June 2011
- End of year formal evaluation with all staff
- For returning staff:
  - Revisit Teacher PLP and evaluate teacher progress toward CSTP strands and self-identified areas of focus
  - Update PLP for Fall 2011 based on student and teacher need
  - Calculate staff performance bonus based on:
    - Student performance
    - Formal evaluation and progress towards teacher goals
    - Student/family satisfaction

***SUBJECT TO REVISION**

Appendix L

Standards-Based Report Card

ace CHARTER SCHOOL

SCHOOL INFORMATION

STUDENT DEMOGRAPHIC INFO:
Last Name:
First Name:
Grade:
Course:
Teacher:
Term:

Power Standards (Top 10's)	C1	C2	S1	C3	C4	C5	C6	S2
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

Course Grade (depending on subject-area categories):
Homework: _____
Classwork: _____
Participation: _____
Essays/Projects: _____
Benchmark Exams: _____
Quizzes: _____

OVERALL GRADE: _____% (LETTER GRADE)

Teacher Comments:

Core Values	OVERALL
Respect	
Pride	
Ganas	

End of Course Exam (Fall): _____
End of Course Exam (Spring): _____
Math/Reading Level (Fall): _____ *from NWEA*
Math/Reading Level (Spring): _____ *from NWEA*
Exhibition Project: Fall: _____(out of 100%)
Exhibition Project: Spring: _____(out of 100%)

<u>Core Value Codes:</u>		<u>Grading Scale:</u>
4 = Outstanding	3 = Good	80% or above: Achieved Mastery
2 = Needs Improvement	1=Unacceptable	80% or below: Needs Improvement

Appendix M

Sample Page from Benchmark Tracker

BENCHMARK TRACKER

Class Goal: Your classroom goal	**80.00%**
Overall Mastery: All Students	**8.6%**
Tested Mastery: Only Students Who Have Tested	**8.6%**
Coverage: Percent of Learning Goals Assessed	**14.3%**

Pick a Unit: Unit averages will be shown below

Validity: Validity Percentage of EOC:	65%

Scale: Scale calibration factor:	37.96%

				NS 2.3 - Integer Arithmetic	AF 1.3 - Algebraic Order of Operations and Properties	AF1;.1 - Write and Solve One-step Linear Equations	AF 3.2 - Geometry Patterns	NS 2.4 - Hard Fractions	NS 1.1- Ordering Fractions and Decimals	SDAP 3.1 - Compound Probability
LG/Objective				LG	LG	LG	LG	LG	LG	LG
Unit Number				EOC	EOC	EOC	EOC	EOC	EOC	EOC
Date Assessed										
Total Points			0	5	5	5	5	5	5	5
Tested Mast.				60.0%						
Overall Mast.				60.0%						

Last, First	Class	Tested Mast.	Overall Mast.		60.0%						
Class Summary	1	8.6%	8.6%		60.0%						
Class Summary	2	0.0%	0.0%								
Class Summary	3	0.0%	0.0%								
Class Summary	4	0.0%	0.0%								
Class Summary	5	0.0%	0.0%								
Class Summary	6	0.0%	0.0%								
Class Summary	7	0.0%	0.0%								
Class Summary	8	0.0%	0.0%								
Class Summary	9	0.0%	0.0%								
Class Summary	10	0.0%	0.0%								
Student, Sample	PRO	1	25.7%	25.7%		3.00	1.00	1.00	0.00	0.00	1.00	3.00

Appendix N

One Quintile A Year (OQAY) Tracker Sample

Validity Percentage of EOC:	**67%**										
		BASELINE		CURRENT			GOAL				
CLASS API'S	529	200		431			751			495	
	08-09 CST Quintile	Projected 09-10 CST **Percent** (based on **actual** EOC)	Projected 09-10 CST **Quintile** (based on **actual** EOC)	Projected 09-10 CST **Percent** (based on **recalculated** EOC)	Projected 09-10 CST **Quintile** (based on **recalculated** EOC)	Where the student SHOULD BE for this date	**Target 09-10 Quintile** (One quintile higher than 08-09 quintile)	Target 09-10 Percent	If same progress (as between 8/09 and 11/09) where will the student be by	Projected CST **Quintile** (as of 4/1/2010)	**ON, OFF or Approaching** middle of quintiles (based on progress between baseline and current scores)
Student Name/Date of Data		8/30/2009		2/10/2010			4/1/2010		4/1/2010		
Sample, Student	BB	26.67%	FBB	40.96%	FBB	47.73%	B	54.15%	45.32%	BB	OFF
Sample, Student	FBB	26.67%	FBB	32.03%	FBB	42.50%	BB	47.33%	33.66%	FBB	OFF
Sample, Student	B	37.33%	FBB	45.37%	BB	56.20%	PRO	61.95%	47.82%	BB	OFF
Sample, Student	PRO	34.67%	FBB	46.28%	BB	55.58%	PRO	61.95%	49.82%	BB	OFF
Sample, Student		57.33%	B	48.40%	BB	#N/A	#N/A	#N/A	45.68%	BB	#N/A
Sample, Student	BB	33.33%	FBB	18.15%	FBB	49.29%	B	54.15%	13.52%	FBB	OFF
Sample, Student	B	21.33%	FBB	35.63%	FBB	52.46%	PRO	61.95%	39.98%	FBB	OFF
Sample, Student	B	34.67%	FBB	45.39%	BB	55.58%	PRO	61.95%	48.65%	BB	OFF
Sample, Student	PRO	52.00%	B	57.36%	B	59.63%	PRO	61.95%	58.99%	PRO	Appr
Sample, Student	PRO	44.00%	FBB	53.83%	B	57.76%	PRO	61.95%	56.82%	B	OFF
Sample, Student	B	29.33%	FBB	40.05%	FBB	54.33%	PRO	61.95%	43.32%	FBB	OFF
Sample, Student	FBB	20.00%	FBB	24.47%	FBB	40.94%	BB	47.33%	25.83%	FBB	OFF
Sample, Student	FBB	30.67%	FBB	40.49%	FBB	43.44%	BB	47.33%	43.49%	FBB	OFF
Sample, Student	BB	26.67%	FBB	13.27%	FBB	47.73%	B	54.15%	9.18%	FBB	OFF
Sample, Student	B	53.33%	B	61.37%	PRO	59.94%	PRO	61.95%	63.82%	PRO	ON
Sample, Student	BB	26.67%	FBB	35.60%	FBB	47.73%	B	54.15%	38.32%	FBB	OFF
Sample, Student	B	38.67%	FBB	48.49%	BB	56.51%	PRO	61.95%	51.49%	B	OFF
Sample, Student	B	24.00%	FBB	31.15%	FBB	53.08%	PRO	61.95%	33.33%	FBB	OFF
Sample, Student	B	40.00%	FBB	49.83%	BB	56.82%	PRO	61.95%	52.82%	B	OFF
Sample, Student	FBB	32.00%	FBB	41.83%	FBB	43.75%	BB	47.33%	44.82%	BB	Appr
Sample, Student	PRO	54.67%	B	70.75%	ADV	60.25%	PRO	61.95%	75.65%	ADV	ON
Sample, Student	FBB	29.33%	FBB	43.63%	FBB	43.13%	BB	47.33%	47.98%	BB	ON
Sample, Student	B	44.00%	FBB	60.08%	PRO	57.76%	PRO	61.95%	64.98%	PRO	ON
Sample, Student		42.67%	FBB	41.77%	FBB	#N/A	#N/A	#N/A	41.50%	FBB	#N/A

Appendix O

Key Performance Indicator Overview and Dashboard for Board of Directors

Accelerating Core Academic Achievement – ACE Charter School

	Key Performance Indicators *What will it look like when we are successful?*	Tools for Measurement *What will we use to measure our progress?*	System for Measurement *How will the leadership team and staff assess and plan according to feedback and data?*
KPI #1:	1. All students will increase their reading level by at least 1.5 years as measured by the Developmental Reading Assessment (DRA).	DRA	DRA will be administered 3x per year (September, January, June) in Humanities classes and will be scored using the DRA Rubric, which includes 5 different categories for reading strategies. Humanities teachers will disseminate this data to other teachers so as to inform their planning. Humanities teachers will take this data to inform their guided reading groups, literature circle assignments, independent reading conferences, and reading mini-lessons throughout the year.
KPI #2:	2. All students will increase their reading level by at least 1.5 years as measured by the NWEA MAP assessment in Reading and Math.	NWEA MAP	NWEA MAP will be administered 3x per year (October, January, June) by the Computer Lab Coordinator (CLC). The CLC will generate reports from NWEA that includes student performance data for each test administration, which will be 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 tutorial sessions led by Tutors. This data will also be used to inform student assignments to the RtI program and guided groups in all core classes.
KPI #3:	3. 100% of students will make OQAY (One Quintile A Year) growth in all subject areas (English Language Arts and Math) as measured by the California Standards Test (CST).	Benchmarks (BMK)	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 tutorial sessions led by Tutors. This data will also be used to inform student assignments to the RtI program and guided groups in all core classes.
		End of Course Assessments (EOC)	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 2011-2012 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.
		Practice California Standards Test (PCST)	Practice California Standards Tests (PCST's) will be administered 2x per year (December, March) to gauge student progress towards mastery of grade-level standards. The PCST will include all standards that are tested on the CST and will be patterned after the CST Blueprint for each respective content area. PCST data 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 RtI assignments for the subsequent data cycle as well as guided groups in core classes.
		Report Cards	Report cards will be generated 4x per year (October, December, February, June). They will be analyzed by the Admin Team after each report card cycle to track student progress towards 80% mastery and to inform RtI curriculum. This data will be disseminated to Teachers and Tutors so as to inform content for guided groups during core and small-groups during tutorial.

Accelerating Core Academic Achievement – ACE Charter School

KPI #3: **(Continued)**		EPGY	EPGY data reports will be generated 3x per year (October, January, June) by the Computer Lab Coordinator (CLC) for those students enrolled in EPGY courses. The CLC will generate reports from EPGY that include up to date student performance levels in each Math strand. This data will be analyzed by the school Admin Team. The Admin Team will then share the data with the Math team during bi-monthly data analysis days, generate observations about the data, and generate a plan with action items. These action items will be addressed in Math classes by teachers as well as during tutorial sessions led by Tutors. This data will also be used to inform student assignments to the RtI program and guided groups in math classes.
KPI #4:	4. 85% of students will increase their score on the ACE Writing Snapshot by at least 1 point as measured by the ACE Writing Rubric.	Writing Snapshot	Writing snapshot will be administered 2x per year (September, May) in Humanities classes and will be scored using a 5 point rubric based on the 6+1 Traits of Writing. 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.
KPI #5:	5. 55% of students will score Proficient or Advanced in English Language Arts, Math, Science (5th & 8th grade) and History (8th grade) as measured by the California Standards Test (CST).	PCST	PCST will be administered 2x per year (December, March). The results will be analyzed by the school team (led by the Admin Team) in December and March to inform intervention assignments and RtI rosters during the subsequent term.
		CST	CST will be administered during the first 3 weeks of May. The results will be analyzed by the school admin team in July/August once the data is provided by the state. This data will be used to inform course assignments, selection, and the design of the scope and sequence for courses for the 2011-2012 academic year.
		NWEA MAP – Reading & Math	NWEA MAP will be administered 3x per year (October, January, June) by the Computer Lab Coordinator (CLC). The CLC will generate reports from NWEA that includes student performance data for each test administration and the overall performance level comparison to CST as calculated by NWEA. This data will be analyzed by the school Admin Team to determine the number of students projected to score at Proficient or Advanced on the CST. In October and January, this data will be 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 tutorial sessions led by Tutors. This data will also be used to inform student assignments to the RtI program and guided groups in all core classes. In June, this data will be used by the CMO Liaison to calculate an API projection for 2011 based on the number of students projected at each quintile (FBB, BB, B, P, A) and to determine if the school has met the API target of 724. This data will also be used to determine how many students achieved OQAY growth (moved one quintile) in English Language Arts and Math as compared to their CST scores from May of 2010.

ACE Dashboard 08/16/10

1. Student Achievement

	2009-2010 AY	2010-2011 AY
API	617	730-740

CST - 2009-10 AY

% Proficiency by Grade

	ELA	Math	Science
8th grade	N/A	N/A	N/A
7th grade	27%	56%	N/A
6th grade	30%	46%	N/A
5th grade	19%	55%	20%

% by Quintile - School-wide

	ELA	Math	Science
Advanced	6%	14%	2%
Proficient	20%	37.5%	18%
Basic	52%	34%	42%
Below Basic	18%	14%	23%
Far Below Basic	4%	0.5%	16%

OQAY Growth Analysis (based on 2009-10 AY CST)

Schoolwide

	ELA	Math
% Growth	38%	51%
% No Change	44%	37%
% Decline	10%	3%
% Unknown	9%	9%

Years at ACE	ELA		Math	
	2nd yr	1st yr	2nd yr	1st yr
% Growth	49%	33%	63%	45%
% No Change	41%	45%	33%	39%
% Decline	10%	10%	3%	4%
% Unknown	0%	12%	0%	12%

1. Student Achievement (continued)

IEP

	ELA	Math
% Growth	73%	62%
% No Change	15%	31%
% Decline	8%	4%

Previous Year FBB

	ELA	Math
% Growth	89%	95%
% No Change	11%	5%

Previous Year BB

	ELA	Math
% Growth	60%	70%
% No Change	34%	30%
% Decline	6%	0%

Previous Year B

	ELA	Math
% Growth	24%	60%
% No Change	69%	38%
% Decline	7%	2%

Previous Year P/A

	ELA	Math
% Growth	14%	23%
% No Change	57%	66%
% Decline	30%	11%

ACE Dashboard 8/16/10

2. Operations

Enrollment	2009-2010 AY	2010-2011 AY
# of Students	203	332
% of Capacity	95%	114%
English Learner	74%	
Free/Reduced Lunch	91%	
Special Education	13%	
FBB/BB	42%	
New	69%	43%
Returning	31%	57%
African American	1%	
Asian	1%	
Hispanic	94%	
White	2%	
% ARUSD	67%	62%

Discipline	2009-2010 AY	2010-2011 AY
Expulsions	1	0
% FBB/BB	0%	0%
Mandatory Transfer	16	0
% FBB/BB	56%	0%
Suspensions	32	0
% FBB/BB	53%	0%

Student Attrition

	2009-2010 AY	2010-2011 AY
Total Students YTD	245	344
Total Current Students	203	332
Total Attrition	42	12
% Attrition	17%	3%
% Expulsion	2%	0%
% Mandatory Transfer	43%	0%
% Dissatisfaction	26%	33%
% Moved residence	19%	58%
% Other	10%	8%

ACE Dashboard 8/16/10

2. Operations (continued)

Attendance	2009-2010 AY	2010-2011 AY
YTD	96.14%	
Most recent 20-day	96.65%	

Family Outreach	2009-2010 AY	2010-2011 AY
% home visits complete		5%
% on track		18%
% 30 hours completed	25%	2%

Staffing		2010-11 AY
Number of open positions		0

Fundraising	FY 2010-11
Target	350,000
YTD Received/Confirmed Pledge	131,000
% of Goal	37%

Budget Variance	FY 2010-11
Revenue	N/A
Expense	N/A

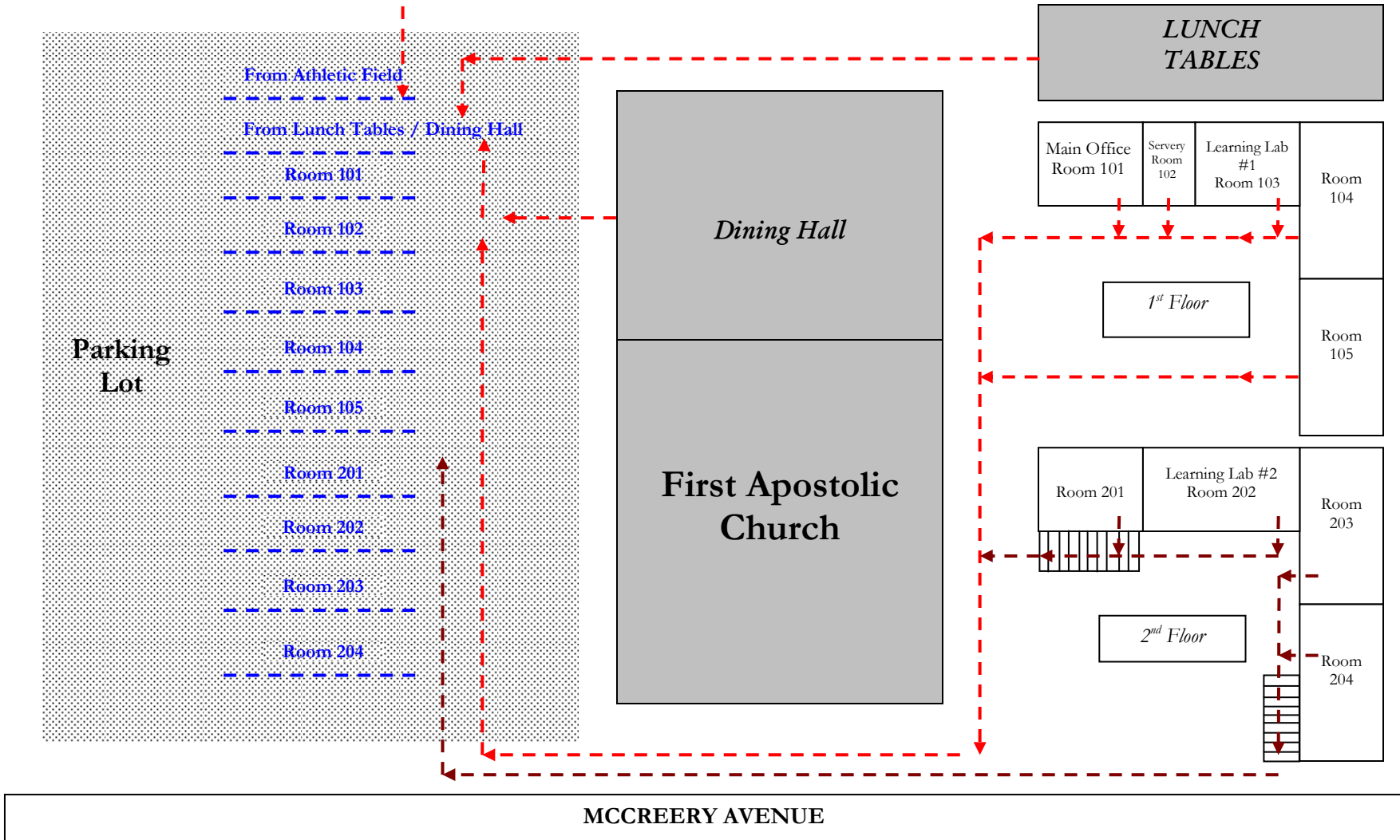**Appendix P**

School Site Maps

Cesar Chavez Classrooms

1 2 3 4

ace CHARTER SCHOOL
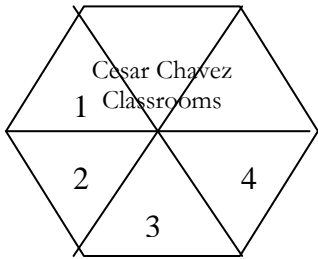
Campus Map
2009-2010

- - -▶ 1st floor evac. Route
- - -▶ 2nd floor evac. Route
- - - classroom line-up

PARQUE DE LA AMISTAD

LUNCH TABLES

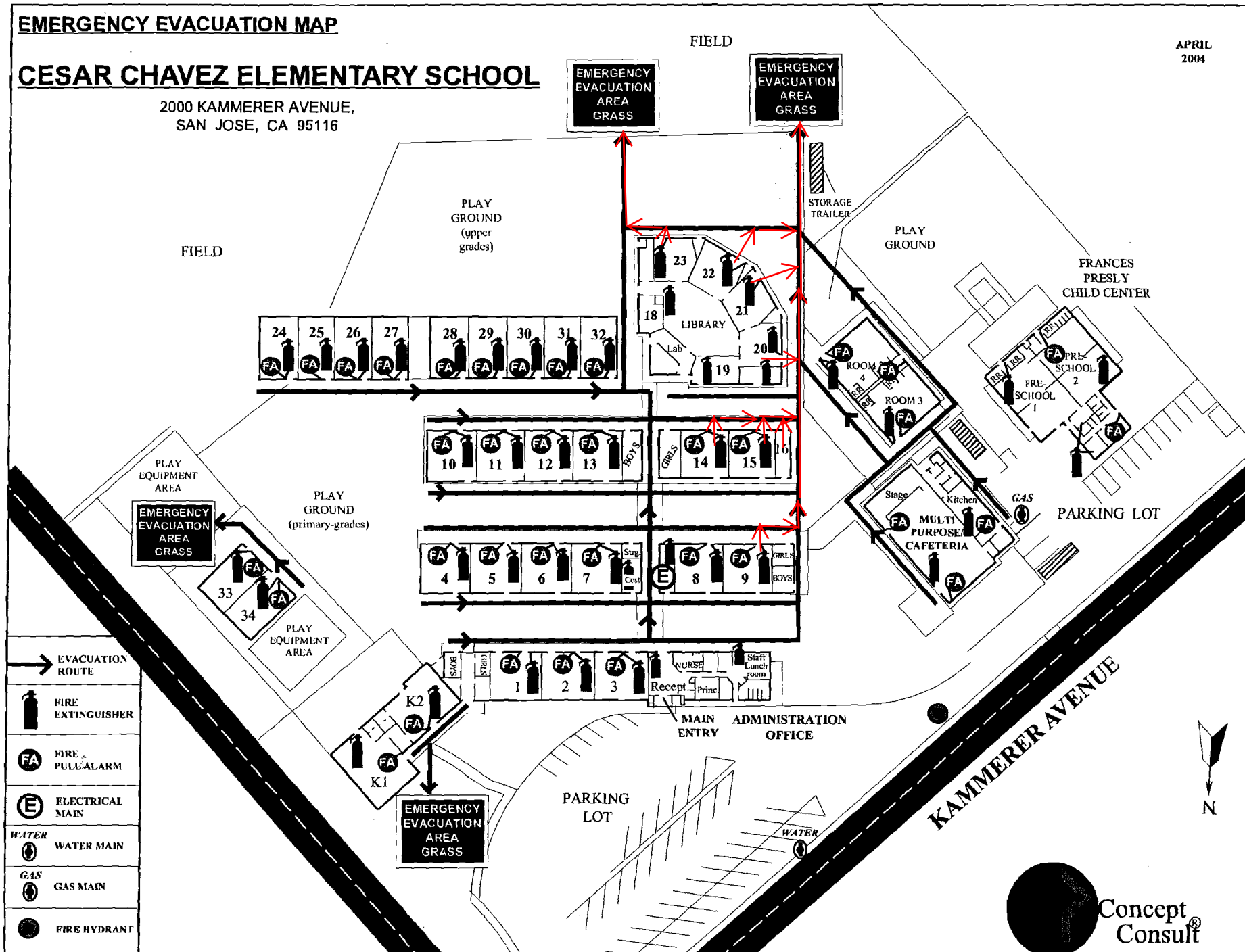From Athletic Field

From Lunch Tables / Dining Hall

Room 101

Room 102

Room 103

Room 104

Room 105

Room 201

Room 202

Room 203

Room 204

Parking Lot

Dining Hall

First Apostolic Church

| Main Office Room 101 | Servery Room 102 | Learning Lab #1 Room 103 | Room 104 |

Room 105

1st Floor

| Room 201 | Learning Lab #2 Room 202 | Room 203 |

Room 204

2nd Floor

MCCREERY AVENUE

EMERGENCY EVACUATION MAP

CESAR CHAVEZ ELEMENTARY SCHOOL

2000 KAMMERER AVENUE,
SAN JOSE, CA 95116

APRIL 2004

FIELD

EMERGENCY EVACUATION AREA GRASS

EMERGENCY EVACUATION AREA GRASS

PLAY GROUND (upper grades)

FIELD

STORAGE TRAILER

PLAY GROUND

FRANCES PRESLY CHILD CENTER

23 22 21 20 19 18

LIBRARY

Lab

24 25 26 27 28 29 30 31 32

ROOM 4

ROOM 3

PRE-SCHOOL 2

PRE-SCHOOL 1

PLAY EQUIPMENT AREA

PLAY GROUND (primary-grades)

EMERGENCY EVACUATION AREA GRASS

10 11 12 13 BOY'S GIRL'S 14 15 16

Stage Kitchen GAS

PARKING LOT

4 5 6 7 Strg. Cust. 8 9 GIRLS BOYS

MULTI PURPOSE CAFETERIA

33 34

PLAY EQUIPMENT AREA

K2

K1

1 2 3 Recept Princ. NURSE Staff Lunch room

MAIN ENTRY ADMINISTRATION OFFICE

EMERGENCY EVACUATION AREA GRASS

PARKING LOT

WATER

KAMMERER AVENUE

N

Legend

- EVACUATION ROUTE
- FIRE EXTINGUISHER
- FA FIRE PULL ALARM
- E ELECTRICAL MAIN
- WATER WATER MAIN
- GAS GAS MAIN
- FIRE HYDRANT

Concept Consult®

Classroom meeting spots for a fire drill, evacuation, earthquake, etc.
Be sure to bring your red backpack, role sheet, take attendance and be ready to report all

FIELD

Adelante   Kinder   Grade 6   Grade 2   Grade 3   SDC   Grade 1   Grade 4   Grade 5
(all other staff)

ACE

XX   XX
PICNIC
XX   XX
TABLES
XX   XX

Room 23

Room 22

Room 21

LIBRARY
BUILDING
Rooms 17 -23

Room 20

Portables-
Rooms 24- 27

Rm 28

Portables-
Rooms 29-32

10

ROOMS 11 -13

Room 14   Room 15   16

Adelante
office

PLAY
STRUCTURE

4   5

ROOMS 6-7

Room 9   G

B

ROOMS 33-34
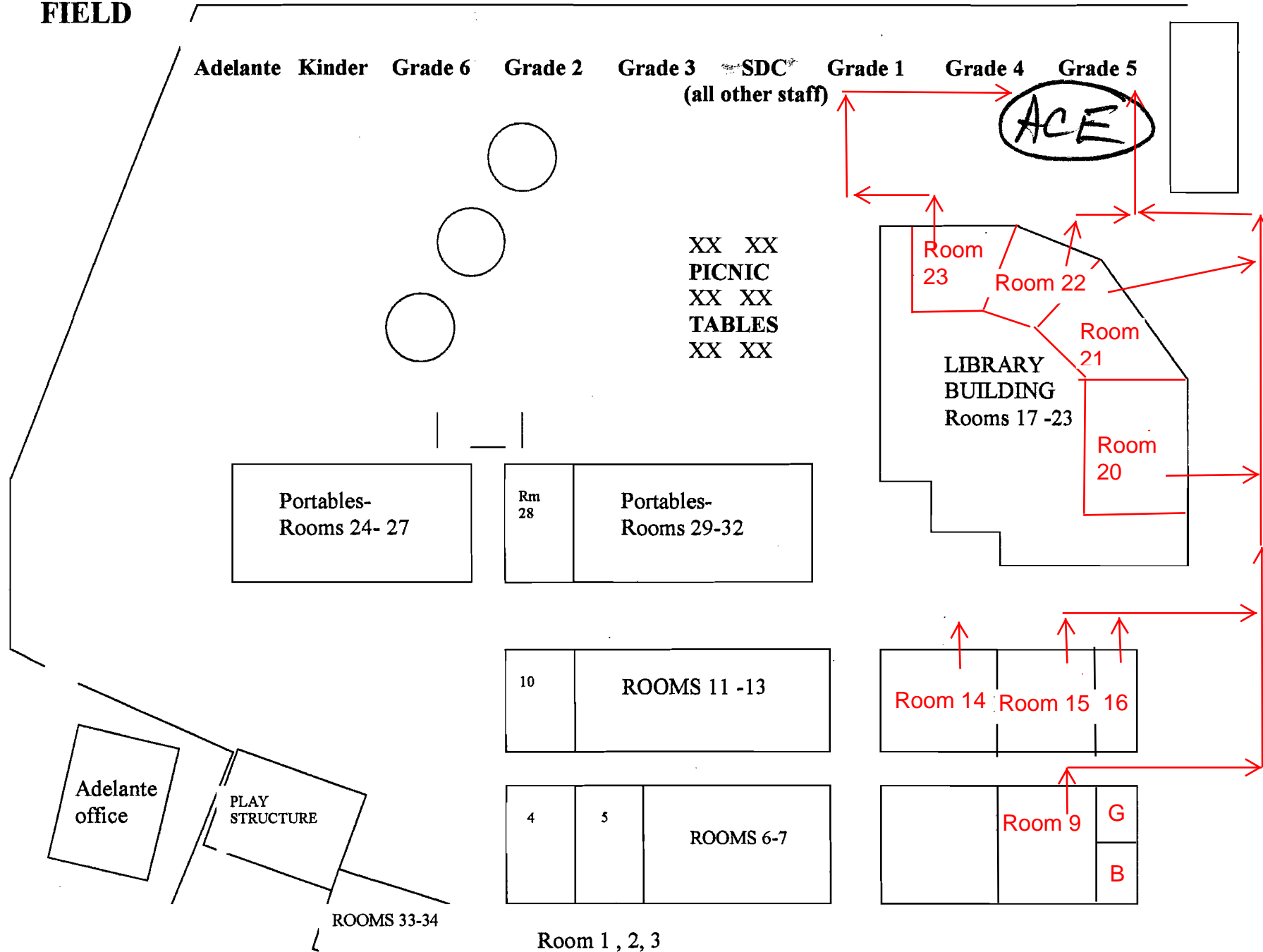
Room 1 , 2, 3

Appendix Q

Safety and Crisis Response Plan

480 McCreery Avenue, San Jose, CA 95116   Tel: (408) 729-3920   Fax: (408) 729-3952

School Site Safety and Crisis Response Plan

2010-2011

ace ACE Charter School

480 McCreery Avenue, San Jose, CA 95116   Tel: (408) 729-3920   Fax: (408) 729-3952

Table of Contents

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 crate a learning and working environment where parents can be confident that their student's 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, unsafe public spaces and gang activity.

Description of School Ground

Currently ACE has two separate school sites. The first site is in the classrooms of First Apostolic Church on McCreery Avenue, the second consists of a few classrooms at Cesar Chavez Elementary School within walking distance of the first site. They are both 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 Business 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, Office Manager, 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 Four 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.

ACE Charter School

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, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

ACE uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. ACE has developed plans to promote positive behaviors in the playground, cafeteria and assembly areas.

Cheating

Cheating is a serious offense. If a student copies another student's work or if a student gives another student his/her work, it is considered cheating.

Crisis Intervention and Disaster Planning

The staff of ACE shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

ACE created a comprehensive disaster crisis response plan. The plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.

Gather and Analyze Data About School Climate and Community

ACE recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.
ACE actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. ACE also keeps track of office referrals and students in detention and continuously evaluates these cases in order to identify ongoing issues, problems and create a plan towards reducing these incidents.

Teacher Notice of Disciplinary History

The appropriate school districts shall provide to the administration of ACE's schools information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except *E.C. 48900 (h)*) or *(b)* committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at ACE Charter School. The staff at ACE shall work closely with the local law enforcement / Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. ACE uses its links with the City of San Jose to enhance its effort to curb gang influence. When appropriate, the city's graffiti removal service is used and community service hours are assigned.

Alternative Programs

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. If appropriate, ACE has access to an Independent Study Program and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Santa Clara County Office of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Independent Study

Independent Study is a voluntary optional alternative in which no pupil may be required to participate; a classroom option will always be available to the child. Responsibilities of the parties participating in Independent Study are described in Education Code Section 51747.

At ACE Charter School, independent study contracts may be granted for a student on a very limited basis for one of the following reasons:
- Extended illness
- Death in the immediate family which requires extended travel
- Credit deficiencies

To request an independent study contract, families MUST schedule an appointment with the Principal. If said meeting does not occur, an independent study contract will not be granted and any days the student is absent will be considered unexcused absences. Excessive accumulation of unexcused absences will result in the student being considered TRUANT, and criminal proceedings may be filed against the parent/guardian of said student. Students may also jeopardize their spot at ACE Charter School if they accumulate excessive unexcused absences.

Reasons that will prohibit an independent study contract from being granted include but are not limited to the following:
- Vacations during the school year
- Illness of a person other than the student

If an independent study request is denied, any days the student is absent will be considered unexcused absences. Excessive accumulation of unexcused absences will result in the student being considered TRUANT, and criminal proceedings may be filed against the parent/guardian of said student. Students may also jeopardize their spot at ACE Charter School if they accumulate excessive absences.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community program include providing all K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education.

Truancy Learning Center/District Attorney Referral

ACE recognizes the importance of punctuality and regular attendance. The staff of ACE shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to

the School Attendance Review Board or a referral to the County District Attorney's Office with a request for prosecution of the parent and/or the student. Truant students shall be referred to the Truancy Learning Center.

Megan's Law Notification

The staff of ACE shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by 1) informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; 2) involving them in making decisions concerning school-wide disciplinary policies and procedures; and 3) encouraging them to participate in prevention programs, intervention programs and crisis planning.

ACE Charter School:
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for Teacher-Parent Conferences.
- Maintains an effective Homework Policy

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Parent Training: Promoting the Use of Community Resources

ACE advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

Community Linkages

When working with parents and students with specific issues, the staff at ACE will provide information to the families regarding available community resources. The staff of ACE shall work closely with recognized local city, county and state agencies.

Campus Supervisor and Administrative Positions

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.
 ACE employs manager whose jobs are designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The managers have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the Principal at ACE makes herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations.
When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principals and their pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes

ACE recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff at ACE will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

Visitors and Disruptions to Educational Process

ACE is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. ACE uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

ACE has established a visible means of identification for visitors while on school premises (i.e. sticker). Furthermore, the Principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

ACE has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

ACE's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, ACE will determine whether to file for a temporary restraining order and injunction.

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

ACE Charter School

480 McCreery Avenue, San Jose, CA 95116   Tel: (408) 729-3920   Fax: (408) 729-3952

Staff Contact List

Staff Member	Title	Phone Number (Cell)	Email Address
Main Office: 408-729-3920 Fax: 408-729-3952			
Ms. Vanessa Sifuentes	Principal	408-624-0270	vsifuentes@acecharter.org
Ms. Jessica Chacon	Academic Dean	408-690-9509	jchacon@acecharter.org
Ms. Rosie Valdez	Office Manager	408-624-0171	rvaldez@acecharter.org
Ms. Moneek Bhatia	5th grade Humanities	408-426-6345	mbhatia@acecharter.org
Mr. Matt Lee	5th grade Math	408-426-6356	mlee@acecharter.org
Ms. Courtney Hampson	6th grade Humanities	408-426-6355	champson@acecharter.org
Ms. Joanne Lin	6th grade Humanities	408-426-0865	jlin@acecharter.org
Ms. Emily Elliott	6th grade Math	408-426-1290	eelliott@acecharter.org
Mr. Stephen Hayes	7th grade Humanities	408-426-6061	shayes@acecharter.org
Ms. Erika Garcia	7th grade Pre-Algebra	408-426-6358	egarcia@acecharter.org
Mr. Aaron Srugis	Lead Teacher – 8th grade Algebra	408-426-6235	asrugis@acecharter.org
Ms. Lauren Lister	Lead Teacher – 8th grade Humanities	408-426-6357	llister@acecharter.org
Ms. Serina Eichelberger	5th/8th grade Science	408-426-6229	seichelberger@acecharter.org
Ms. Helene Ehrlich	Art/Cultural Studies	408-426-6354	hehrlich@acecharter.org
Mr. An Truong	Physical Education	408-426-1497	atruong@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

    - 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 "daisy-chained."
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.

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Policy on Conflict Resolution

ACE believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, ACE Charter School will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

ACE will provide training activities to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students are encouraged to help fellow students resolve problems peacefully.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement or students observing conflict may contact an adult or peer mediators.
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

To guide students as they move through ACE Charter School, the following core principles will be in place. All students, staff, and school community members will be expected to abide by the following core values:

ACE's Core Values

1. **Show Respect**– Respectfulness is not only valued, but it is a clear expectation at ACE Charter School. The students at ACE Charter School are expected to respect each other, the teachers, their learning, the school, their parents, and the entire community surrounding ACE Charter School. We expect the students to participate in a respectful manner, which will ensure better learning opportunities for all students. In addition, the teachers of ACE Charter School will teach

the core value of respect to the students in order to ensure their continued respect for their families and surrounding community.

2. **Show Pride –** Students are expected to carry themselves with pride and to show pride in everything that pertains to them. This relates to their work in class and outside of class, their appearance, and their care for their surroundings.

3. **Show *Ganas*–** Academic success for all is dependent on hard work and relentlessness. ACE students are expected to put forth 100% effort at all times, including but not limited to the classroom, the lunch area, before and after school, and when doing homework. By showing *ganas*, students will be able to surmount obstacles not only in school but also in life.

Campus Violence Safety Procedures

School staff should follow these guidelines <u>when a fight occurs</u>:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. **Do not intervene or try to break up the fight if the students are in 5th grade (or above).**
4. Obtain help from other teachers if at all possible.
5. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
6. Call out the names of the involved students and let them know they have been identified.
7. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
8. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
9. Remember that no one can "cool down" instantly; give the student's time to talk in a calm setting and gradually change the climate of the situation.

School Staff should follow these guidelines <u>when a riot occurs</u>:

1. The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
4. Activate needed emergency plans, which may include:
   a. Instructing office staff to handle communications and initiate lockdown orders.
   b. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
   c. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
   d. Direct a teacher or designee to initiate lockdown and immobilize the campus.
   e. Brief a representative to meet the media.
   f. Assign staff to a pre-designated medical treatment/triage facility.

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or

his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified. If a serious assault occurs:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the Principal, or his/her designee.
7. School Principal, or his/her designee will submit incident report to the local law enforcement if incident is serious.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

1. Notify local law enforcement authorities-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to School Principal, or his/her designee.
3. Do not argue with participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside building, unless instructed otherwise by the Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for School Principal, or his/her designee.

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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 students	Deliberately ignoring staff directions
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 supplies, etc.	Punching, kicking or other physical violence
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.

ACE Charter School

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:
  - ✓ At all times when contact is anticipated with blood or other bodily fluids.
  - ✓ When the wearer has an open sore or cut and handling bodily fluids or blood.
  - ✓ When rendering first-aid.
  - ✓ When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva

- When cleaning up spills the following safe practices should be followed:
  - ✓ Always wear gloves and other PPE as necessary to prevent exposure
  - ✓ Use towels or other absorbents in conjunction with soap and water.
  - ✓ Use approved disinfectants as necessary.
  - ✓ Discard absorbents and other materials in appropriate plastic bag labeled for such items
  - ✓ Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.

- The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.

- ✓ Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
- ✓ If equipment or PPE become contaminated, immediately remove and replace them.
- ✓ Inspect and decontaminate any bins, pails or other similar receptacles which may become contaminated
- ✓ Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
- ✓ Discard regulated waste in manner consistent with law.
- ✓ Discard sharp objects immediately in containers provided for such.
- ✓ Always close containers.
- ✓ If a container is leaking place one container in a second container.
- ✓ Containers for regulated waste other than sharps are red in color and labeled biohazard.
- ✓ The Business Manager is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal offsite shall be kept by the school.

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
  - 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

ACE Charter School

Extended Power Loss Procedure

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:
  - Fire sprinkler system
  - Standpipes
  - Potable water lines
  - Toilets
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids or provided with auxiliary heat sources

Upon Restoration of Heat & Power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry
- Fire & potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on

Poisoning, Chemical Spills, Hazardous Materials Safety Procedures

Poisoning:

If a student ingests a poisonous substance:

- Call **Poison Control Center Link Line 1-800-222-1222**. Take appropriate first aid measures.
- Call parents.
- Notify Principal/designee.

Chemical Spill on Site:

The following are the locations of:

Spill Containment & Security Equipment:
> 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

ACE Charter School

Biological / Chemical Attack

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Principal/designee will call "911" and the **California Emergency Management Agency, State Warning Center 1-800-852-7550** and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Principal/designee will notify the Local District Superintendent of the situation.
4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.

8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The Principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Principal/designee will call "911" and the California Emergency Management Agency, **State Warning Center 1-800-852-7550** and will provide the exact location and nature of emergency.
4. The Principal/designee will notify the Local District Superintendent of the situation.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the Principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the Principal/designee, using the PA system or other means without leaving the building.
4. The Principal/designee will call "911", and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location and nature of emergency.
5. The Principal/designee will notify the Local District Superintendent of the situation.

6. The Principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are outside, cover your nose and mouth and quickly go inside a building that has not been damaged.

- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems.

Steps for self-decontamination:

- REMOVE YOUR CLOTHES and put them in a sealed plastic bag.

- WASH SKIN as thoroughly as possible with lukewarm water.

- LISTEN TO RADIO/PA System for other instructions.

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: Vanessa Sifuentes (Principal)   **Phone:** (408) 624-0270

Emergency Coordinator

Name: Vanessa Sifuentes (Principal)   **Phone:** (408) 624-0270

Emergency Response Team:

Site Communications Team	Vanessa Sifuentes (Principal)	(408) 624-0270
Utilities & Hazards Team	Pastor Provencio	(408) 483-5380
	Lorenzo Diaz	(408) 426-1285
First Aid Team	Rosie Valdez	(408) 624-0171
Food & Water	Rosie Valdez	(408) 624-0171
Traffic & Security	An Truong	(408) 426-1497

Assistants to Physically Challenged

Any physically able, full time ACE employee not with students at the time of the emergency and with no other emergency responsibilities will lead teams of other staff members to assist with necessary student evacuations.

ACE Charter School Crisis Team Roles & Responsibilities

Site Communications Team
- Activate Alarm
- Call 911
- Call the ACE ED (480-677-1546)
- Call District Emergency Operations Center (408-928-6976)

Utilities & Hazards Team
- Call utility company
- Control the main shut-off valves & switches for gas, water, electricity & assure that no hazards result from broken or down lines
- Assist rescue operations
- Assist fire-fighting efforts until regular fire-fighting personnel take over
- Survey & report damage to Communications Team
- Help disburse supplies & equipment
- Help conserve usable water supplies

First Aid Team
- Setup First Aid Station
- Report to first aid station with 2 way radio & emergency medical supplies
- Supervise the use & distribution of first aid supplies
- Notify Site Communications Team of staff and student injuries
- Document treatment, time and release of all injured on nurse's treatment log
- Determine need for more extensive treatment & notify Site Communications Team

Food & Water
- Directing the use & preparation of cafeteria stock & water supply whenever the feeding of children or adults becomes necessary
- Monitor use of all water
- Distribute food supplies, as available & needed
- Setup hand washing station using prepackaged wipes
- Discuss with principal & Student Release Team the approximate number of students needing long-term care, so that appropriate rationing of food & water can begin

Traffic & Security
- Maintain a clear entrance to school for emergency vehicles
- Direct other vehicles to available parking
- Direct authorized adults to students' release area
- Maintain supervision of all students until authorized release

Emergency Phone Numbers

Fire Department: 911 or 1-408-277-4444

Ambulance: 911 or 1-408-574-3819

Police (Emergency): 911 or 1-408-277-8911

Electric: 1-408-282-7119

Water: 1-408-279-7900

Gas: 1-408-282-7119 or 1-800-743-5000

Telephone: 1-800-750-2355 (AT&T)

Building Manager: 1-408-685-1406 (John Bronson)

480 McCreery Avenue, San Jose, CA 95116   Tel: (408) 729-3920   Fax: (408) 729-3952

Safety Committee

Name	Title	Phone
Vanessa Sifuentes	Principal	408-624-0270
John Bronson	Business Manager	408-295-6008
Rosie Valdez	Office Manager	408-624-0171
Greg Lippman	Executive Director	408-677-1546
Erica Rico	Operations Manager	408-279-3920

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: __/__/2010

By (print name): _____

Signature: _____

- Map or diagram of campus with evacuation sites marked

- Staff emergency vest(s) of appropriate color (if required)

- Student/staff emergency cards/roster

- Student/staff attendance for current day

- Student/staff sign out sheet (not official)

- Appropriate facility keys

- Latex gloves in zip lock bag

- Flashlight with batteries bagged separately

- Whistle

- Two pens

- Large marker

- Small notebook and/or legal pad

- Scissors and/or utility tool

- Post it notes

- Assorted Band-Aids

- Lifesavers or other hard candy

- Class activity or game (if appropriate)

Initial Response to Emergencies

School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in the "Emergency Response Plan".

Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the types of emergencies listed below are provided in the "Emergency Response Plan".

Medical Emergency, Illness, Injury

Fire in Surrounding Area

Fire on School Grounds

Earthquake

Bomb Threat

Intruder, Hostage Taking, Lockdown

Severe Weather

Extended Power Loss

Poisoning, Chemical Spills, Hazardous Materials

Severe Allergic Reaction

Biological or Chemical Attack

Radiation Threat

Armed Assault on Campus

Drive-by Shooting

Air Pollution / Smog

Fallen Aircraft

Explosion

First Aid, CPR and Health Screening

Unlawful Demonstration/Walkout

Identify Level of Emergency

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Notification Procedures

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school Principal to the ACE main office. Information should include the nature of the incident and the impact, on the facility, students and staff.

2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

3. In the event the ACE main office is in receipt of information, such as a weather warning that may affect a school within ACE, the information shall be provided to the school Principal.

Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The Principal will be responsible for activating the school emergency operations plan and the initial response. The most common immediate response actions initiated during school emergencies are:

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	480 McCreery Avenue 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 + Location	Parque de la Amistad (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 indoors at the school site.

Staff Training

In the beginning of the school year, the staff is introduced to the rules and regulations that have been established as Board policy and regulations within ACE. These rules and regulations include safety, sexual harassment, expulsions, suspensions, evacuations, pandemic procedures, and various other safety protocols and expectations for ACE. We will spend time during the in-service reviewing the safety expectations, regulations, and their rights as teachers and staff members. In addition, this information is provided to the staff in a memorandum.

ACE Charter School

480 McCreery Avenue, San Jose, CA 95116   Tel: (408) 729-3920   Fax: (408) 729-3952

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

94

Chemical Burns of skin or eyes should be flushed with large quantities of water at the nearest source. Then send or call the office.

Insect Bites:
a.   Remove stinger if possible.
b.   Apply cold, wet towel
c.   Send to office if systemic symptoms occur (labored breathing, swelling of entire body, etc.)

If a Tooth is displaced by traumatic injury, wrap tooth in moist gauze. Send tooth with injured child to office. Office needs to call parent immediately.

Playground Accidents:
a.   Render first aid on playground if necessary
b.   If child is mobile, take to office
c.   If a stretcher is needed, call 911

RESCUE BREATHING	Tap and shout Open airway Look. Listen. Feel. Give 2 full breaths Check circulation Rescue breathing count: **ADULT:** 1 breath every 5 seconds **CHILD:** 1 breath every 3 seconds **INFANT:** 1 breath every 3 seconds
NOSE BLEED	Sit down Lean forward Stop the bleeding with a cloth
WOUNDS	Wash, apply bandage & ice if desired *Severe:* Have victim sit or lie down Apply direct pressure Treat for shock Get help
IF CHOKING	If unable to: Breathe, Cough, Speak then: Give thrusts (below rib cage) Repeat until clear

ELECTRIC SHOCK	Do NOT touch **GET HELP**

Notable Points:

- Do NOT move the victim unless absolutely necessary
- Call the following personnel trained in CPR & First Aid to provide the required assistance prior to the arrival of the professional medical help:

CPR Leads

Name: Rosie Valdez   **Phone:** (408) 279-3920

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>.

480 McCreery Avenue, San Jose, CA 95116   Tel: (408) 729-3920   Fax: (408) 729-3952

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:

  o 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 Charter School, 408-729-3920
   b. **Building address, including nearest cross street(s):**
      480 McCreery Avenue, San Jose, CA 95116
      (Virginia and McCreery)
   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 he 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:

1. Get your class roster (clipboard).

2. Get the evacuation map (clipboard).

3. Count your students before you leave the room.

4. Be last to leave the classroom but once out of the room get to the front of the student line.

5. Ensure that your door is open upon exiting the room.

6. Bring your emergency backpack to the outdoor Assembly Area.

7. Zero noise is to be adhered as the class walks to and waits

Staff Responsibilities

The staff responsibilities during an earthquake are slightly different from the responsibilities during a fire drill. Please read the following carefully:

- **Principal or designee**   Initiates fire/evacuation drill. Evacuates students. Evaluates overall campus condition and takes precautionary action. Determines if conditions warrant forming a search and rescue team to find missing students. Determines when it is safe to return to class. Follows fire / evacuation written procedures at appropriate time.
- **Secretary**   Calls 911. Follows fire / evacuation drill procedures at appropriate time.
- **Custodian**   Evaluates overall campus condition and takes precautionary action. Takes necessary emergency precautions with gas, electricity, etc. Reports to Principal when the preceding actions are complete.
- **Teachers**   Initiate *drop and cover* procedures. Follow fire/evacuation drill procedures at appropriate time.
- **Students**   Respond to the earthquake drill in a quick, calm and orderly manner. Listen and respond quickly to all instructions from staff.
- **Other Personnel**   Drop and cover. Follow fire/evacuation plan at appropriate t time.

Re-entry into Classrooms

The Principal/designee will consider the severity of the emergency. If deemed safe, students will re-enter 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

Telephone Bomb Threat Reporting Procedure

Instructions:

- Be Calm & Courteous
- Listen & do not interrupt the caller
- Keep caller talking (pretend difficulty hearing)

Your Name: _____   Time: _____   Date: _____

Document the following:

Caller's Identity:

Male   Female Adult   Juvenile   Approximate Age: _____

Voice Characteristics:

Loud   High   Pitch   Soft   Deep   Raspy   Pleasant   Intoxicated   Other: _____

Accent: English Spanish Other: _____

Speech: Fast   Stutter   Slurred   Slow   Distorted   Nasal   Other: _____

Language: Excellent   Fair   Foul   Poor   Other: _____

Background Noises:

Factory Machines   Trains   Music   Street   Animals   Voices   Party   Airplanes   Quiet

Ask the following questions to Bomb Threat Person (if possible):

- What time will bomb go off: _____

- Where is it located: _____

- What kind of bomb is it: _____

- What kind of package is it in: _____

- What is your name & address: _____

Call the Police / Notify your supervisor immediately

Intruder / Hostage Taking / Lockdown Procedure

If someone enters the school grounds or buildings with a deadly weapon:

1) Avoid confronting the student or gunman.
2) Notify the School Principal, or his/her designee, or school office immediately.
3) Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

1) Notify law enforcement immediately.
2) Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
3) Determine the level of threat. If the level of threat is high, call for additional backup.
4) Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
5) If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

In case there is a HOSTAGE SITUATION at the school, staff should:

1) Stay Calm / Do NOT be a Hero
2) Follow instructions of captor.
3) Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
4) Inform captors of medical or other needs.
5) Be prepared to wait; elapsed time is a good sign.
6) Don't try to escape; don't try to resolve situation by force.
7) Be observant and remember everything that is seen or heard.
8) If a rescue takes place, lie on the floor and await instructions from rescuers.
9) The School Principal, or his/her designee, should be responsible for the following:
10) Immediately notify law enforcement.
11) Move other students and teachers completely away from those who are in the hostage situation.
12) Keep everyone as calm as possible.
13) Be prepared to answer questions from media or family.

Lockdown Procedure

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.

2. Notify the 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. Give the "Lockdown Order" to all Teachers.

Classroom Teacher Should:

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
4. Quiet the students
5. Take roll
6. Pass a Red sign under the door or tape one on the window if there is an issue, Pass the Green sign under the door or tape one on the window if all students are inside and room is calm
7. Wait for the "All Clear" order

Lockdown Reminders for Classroom Staff:

SUM OF 9
If you receive a call from local authorities during a lockdown, you will hear a number (e.g. the number 5). If there is a problem in your classroom, such as a student is missing, hurt or the intruder is inside say a number that will add up to make 9 together with the number you heard on the telephone (in this case 4 since 5+4=9). If everyone is accounted for and there is no intruder in your classroom say a number that does not add up to make 9 together with the number you were given on the phone.

After you respond with a number that adds up to 9 together with the number you were given on the telephone. Please answer with the following information to indicate whether the issue is:

"ONE"   Missing Student(s)

"TWO"   Medical Emergency or

"THREE"   Intruder in the room.

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.

•**Green Card:** If you are not missing any students and there is no immediate medical need, please place the Green Card under the door.
•**Red Card:** If you are missing a student or there is a medical issue needing attention, please place the Red Card under the door.

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 <u>WITHOUT</u> 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.

- 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   Print Physician Name

_____ _____   _____

Address   Phone   Date

Received and acknowledged:

_____   _____

Parent Signature   Date

_____   _____

School Nurse Signature   Date

Armed Assault on Campus

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the Principal/designee.

2. The Principal/designee will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

3. The Principal/designee will call "911" and provide the exact location and nature of the incident. The Principal/designee should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.

4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.

5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.

6. After the perpetrator(s) has been neutralized, the Principal/designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.

7. The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.

8. The Security/Utilities Team will control all points of entry to the school.

9. The Principal/designee will prepare a verified list of casualties, and the locations to which they were transported. The Principal/designee will ensure the notification of parents and family members.

10. All media inquiries will be referred to the designated Public Information Officer.

11. The Principal/designee will debrief staff and school police officers.

Drive-by Shooting

With the availability of weapons and the increase in gang activity, it is possible that a drive-by shooting could occur at or near a school site. The immediate concern is the safety of students and staff.

If you suspect that shots may be fired from a passing vehicle:

1. Have staff and students lie flat on the ground and keep as low as possible.

2. If safe, look at the vehicle, try to identify:
   a. License plate number
   b. Type of vehicle
   c. Occupants
   d. Weapons

Immediately after the vehicle is gone:

1. Contact School Office

2. Office Staff will call 911

3. Principal/Designee will order Secure Building

4. Assess injuries, if any.

5. Have students move safely and quickly to their classrooms.

6. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.

7. Immediately notify the office of the situation and report the extent of any injuries.

8. Stay with the injured until emergency services arrive.

9. Assist the authorities with as much detail as possible.

10. Alert District Office of the incident.

11. If the media arrives, they should be directed to the Principal/Designee at the District Office.

REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.

First Aid, CPR and Health Screening

ACE Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, ACE works with parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

Specific staff members are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all teachers and support staff.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students.

If there are two or more students affected in any class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Emergency Drills

Earthquake Drill Procedure

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions, and shelves. In the case of an earthquake, the following procedures should be followed:

Drop procedure – As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

1) In the event of an earthquake alarm, if you are NOT told to Evacuate, each student, teacher and other employee needs to begin the Drop Procedure of DUCK, COVER and HOLD.

1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.

   • DUCK, or DROP down on the floor.
   • Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
   • HOLD onto the furniture and be prepared to move with it.
   • Stay in this position for at least one minute or, in a real situation, until shaking stops.

2. After shaking stops, check for injuries, and render first aid.

2) Evacuation

An Evacuation should NEVER be automatic. Evacuations shall occur when directed over the walkie-talkies 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.

ACE Charter School

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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.**

<u>**No one leaves the classroom!**</u>

The end of the Lockdown will be announced over the PA system.

DO NOT use cell phones to contact office or outside community

ACE Charter School

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

ACE Charter School

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
May	Completed: YES	NO
June	Completed: YES	NO

Earthquake Drills:

September	Completed: YES	NO
November	Completed: YES	NO
February	Completed: YES	NO
May	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.

127

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
    o   all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective
    o   Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating
    o   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 Charter School

ACE Community Complaint Form

Name_____

<div align="center">Complainant</div>

Date of Incident_____

Location of Incident_____

_____ Staff _____ Teacher _____ Student ____ Other

Address & Contact
Information_____

Phone_____ Fax_____ E-Mail_____

Description of Complaint (Add additional pages if needed)

_____

_____

_____

_____

Persons involved (including persons responsible) and witnesses

_____

_____

_____

_____

Desired Action For Resolution.

_____

_____

_____

_____

_____

Complainant's Signature: _____   Date: _____

Date Complaint Form received by Immediate Supervisor or Other:

Supervisor/Other Signature: _____   Date: _____

Return to School Administrator

Complaints may also be filed with the Equal Opportunity Commission, Department of Fair Employment and Housing, United States Office of Civil Rights and/or the California Superintendent of Public Instruction. More information can be obtained from Cathy Giammona, Human Resources (408) 347-5210.

ACE Charter School

ACE Education Medication Doctor/Parent Authorization

(Form SB 28)

Student Name: _____   Grade: _____

Teacher: _____

Height: _____   Weight: _____   Age: _____

List any known drug allergies/reactions: _____ _____

DOCTOR AUTHORIZATION

Name of Medication: _____   Reason for Taking: _____

Dosage: _____   Route: _____   Frequency/Time(s) to be given: _

Begin Medication: _____   Stop Medication: _____
                                          Date   Date

Special Instructions:

Does medication require refrigeration?   Yes   No

Is the medication a controlled substance?   Yes   No

If asthma inhaler or emergency medication, do you recommend this medication be kept "on person" by the student?   Yes   No

Potential Side Effects / Adverse Reactions: _____

Treatment Order in the event of an adverse reaction: (Attach additional sheet if necessary)

_____

_____

_____

_____   _____   _____
      Signature of Doctor   *Date*   *Phone & Fax*

ACE Charter School

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: _____

_____

_____

10. Extent of injury: _____

_____

11. Report prepared by: _____

12. Date of report: _____

13. Principal's Signature: _____

![ace ACE Charter School]

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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 statement - attach to this document)

When did the incident happen?

Incident Date: _____   Time: _____ am / pm

Assignment: _____

Where exactly did the incident happen?

_____

_____

What were you doing at the time of the incident?

_____

How did the incident happen? Please specify the injury type and body part, and indicate on the human figure below.
(*continue on back of page or attach additional sheets as needed)

_____

_____ _____

_____

136

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Employee/Student Incident/Accident Report
(continued)

When did you report the incident to your supervisor?
Reporting Date: _____   Time: _____ 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   (408) 259-5000

Santa Clara Valley Medical Center   751 S Bascom Ave   (408) 885-5000
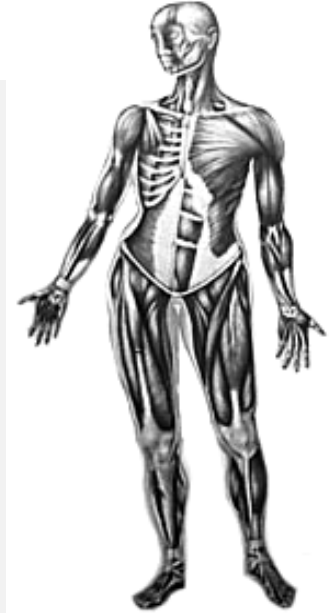
Monthly School Site Safety Checklist

On a monthly basis, the Principal will complete the following Monthly School Site Safety Checklist, with the assistance of an ACE staff member onsite. **This Checklist is to be completed to ensure that personnel at each school site are complying with the ACE (& State/Federal) School Site Safety policies & procedures.** The Principal, Office Manager and Staff have critical roles to play in ensuring compliance with the ACE School Site Safety procedures and policies. Failure to comply with these procedures may result in audit finings that can cause severe financial hardship for the school.

Complete this Checklist the 1ˢᵗ week of each month (on prior month data)

Safety Committee Meeting Information
☐ Collect prior month's Safety Committee Meeting documentation (Appendix A)

Maintenance and Repair
☐ Collect prior month's Maintenance and Repair Log (Appendix B)
☐ Document if any additional maintenance or repairs have taken place:

Description:

Location:

☐ Previously reported to _____ at ACE on ____/____/_____.

Unsafe or Hazardous Conditions
☐ Collect prior month's Unsafe or Hazardous Conditions Log (Appendix C)
☐ Document any additional unsafe or hazardous conditions:

Description:

Location:

☐ Previously reported to _____ at ACE on ____/____/_____.

Safety Inspection Report
Safety Practices
☐ Employees are using adequate footwear and clothing
☐ Employees are following safety rules and procedures
☐ Food and drink is not present in work areas

Housekeeping

☐ Floors are kept clean
☐ Floors are not slippery
☐ Working tables are neat and clean
☐ Hazardous materials are stored properly and labeled
☐ Equipment and material is kept neat and safely stored
☐ Hazardous waste is labeled and disposed of properly
☐ There are adequate trash cans

Fire Safety

☐ Fire extinguishers are accessible, serviced, and tagged
☐ Fire alarms are accessible and in working order
☐ Exit doors are accessible and properly marked
☐ Flammable materials are properly stored and labeled
☐ Flammable waste and rubbish is disposed of properly
☐ Overhead fans are clean
☐ Electrical wiring, connections, boxes, and controls are in good condition
☐ Fire doors are free from obstructions

Machinery & Equipment (Laminator)

☐ Moving parts and points of operation are properly guarded
☐ Laminator is secured and properly stored
☐ Hot surfaces are labeled and shielded from users
☐ Hot surfaces are kept away from flammable materials

Servery

☐ Employees are trained in proper use and operation of food warmers
☐ Food is stored safely and at least 6 inches from the floor
☐ Refrigerators and food warmers are checked regularly to ensure proper temperature
☐ Servery area is kept clean and neat
☐ Employees are following sanitation regulations
☐ Servery is locked each night
☐ MealTime computer is logged off/secured each night

General Conditions

☐ AC units are in good working order
☐ Dumpsters are closed and secured
☐ Walkie-talkies are properly maintained and in good working order
☐ Floors are in good condition
☐ Storage racks are in good condition and earthquake-safe
☐ Employees are aware of safety rules and procedures
☐ A no-smoking policy is being enforced
☐ Bathrooms are clean and in good working order
☐ Required safety signs are properly displayed
☐ First aid equipment is properly stocked
☐ Emergency lighting is available and in good working order
☐ Supervisor has a working flashlight

☐ Aisles are properly marked and free of obstructions

Notes:

ACE Charter School

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:

ACE Charter School

Maintenance and Repair Log

Document if any maintenance or repairs have taken place this month.

Description

_____

_____

_____

Location

_____

_____

_____

Previously reported to _____ at ACE on _____/_____/_____

Cost: _____   Report Filed on: _____/_____/_____

For Safety Committee

Action Taken:

Date: _____/_____/_____

ACE Charter School

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Unsafe or Hazardous Conditions Log

Document if any unsafe or hazardous conditions have occurred this month.

Description

_____

_____

Location

_____

_____

_____

Previously reported to _____ at ACE on ___/___/____

Cost: _____   Report Filed on: ___/___/_____

For Safety Committee

Action Taken:

Date: ____/____/_____

Appendix

Homeland Security Advisory Recommendations

SEVERE *(Red)*	• *Complete all recommended actions at lower levels.* • Follow local and/or federal government instructions (listen to radio/TV). • Be alert and immediately report suspicious activity to designated **Homeland Security Resident Agent (760-353-9090)**. • Close school if recommended to do so by appropriate authorities. • Activate emergency operations plan. • Restrict school access to essential personnel. • Cancel outside activities and field trips. • Provide mental health services to anxious students and staff • 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty.
HIGH *(Orange)*	• *Complete all recommended actions at lower levels.* • Be alert and immediately report suspicious activity to designated **Homeland Security Resident Agent (760-353-9090)**. • Review emergency procedures and supplies. • Assign staff to monitor entrances at all times. • Place school and district emergency response teams on standby alert status. • Address children's fears concerning possible emergency. • Update parents on preparedness efforts. • Prepare to handle inquiries from anxious parents and media.
ELEVATED *(Yellow)*	• *Complete all recommended actions at lower levels.* • Be alert and immediately report suspicious activity to designated **Homeland Security Resident Agent (760-353-9090)**. • Review crisis response plans with school staff. • Test alternative communications capabilities. • Ensure all emergency supplies are stocked and ready.
GUARDED *(Blue)*	• *Complete all recommended actions at lower level.* • Be alert and immediately report suspicious activity to designated **Homeland Security Resident Agent (760-353-9090)**. • Provide safety training to staff and practice emergency drills pursuant to school emergency procedures. • Review security measures and communications plan and update emergency contact information. • Review emergency supplies and supplement as necessary. • Inventory and restock emergency supplies
LOW *(Green)*	• Assess and update school emergency operations plans/procedures. • Discuss updates to school and local emergency operations plans with emergency responders. • Review duties and responsibilities of emergency response team members. • Conduct training and drills. • Conduct 100% visitor ID check.

Appendix R

Classroom Clipboard

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)

Chemical spills/Bio-waste: Call Rosie Valdez at (408) 624-0171

Building/Facilities Maintenance: Call John Bronson at (408) 685-1406

EMERGENCY PHONE NUMBERS

Staff Contact List

Staff Member	Title	Phone Number (Cell)	Email Address
Main Office: 408-729-3920 Fax: 408-729-3952			
Ms. Vanessa Sifuentes	Principal	408-624-0270	vsifuentes@acecharter.org
Ms. Jessica Chacon	Academic Dean	408-690-9509	jchacon@acecharter.org
Ms. Rosie Valdez	Office Manager	408-624-0171	rvaldez@acecharter.org
Ms. Moneek Bhatia	5th grade Humanities	408-426-6345	mbhatia@acecharter.org
Mr. Matt Lee	5th grade Math	408-426-6356	mlee@acecharter.org
Ms. Courtney Hampson	6th grade Humanities	408-426-6355	champson@acecharter.org
Ms. Joanne Lin	6th grade Humanities	408-426-0865	jlin@acecharter.org
Ms. Emily Elliott	6th grade Math	408-426-1290	eelliott@acecharter.org
Mr. Stephen Hayes	7th grade Humanities	408-426-6061	shayes@acecharter.org
Ms. Erika Garcia	7th grade Pre-Algebra	408-426-6358	egarcia@acecharter.org
Mr. Aaron Srugis	Lead Teacher – 8th grade Algebra	408-426-6235	asrugis@acecharter.org
Ms. Lauren Lister	Lead Teacher – 8th grade Humanities	408-426-6357	llister@acecharter.org
Ms. Serina Eichelberger	5th/8th grade Science	408-426-6229	seichelberger@acecharter.org
Ms. Helene Ehrlich	Art/Cultural Studies	408-426-6354	hehrlich@acecharter.org
Mr. An Truong	Physical Education	408-426-1497	atruong@acecharter.org

Crisis Teams

Designated Responsible Official

Name: Vanessa Sifuentes (Principal)   **Phone:** (408) 624-0270

Emergency Coordinator

Name: Vanessa Sifuentes (Principal)   **Phone:** (408) 624-0270

<u>Emergency Response Team:</u>

Site Communications Team	Vanessa Sifuentes (Principal)	(408) 624-0270
Utilities & Hazards Team	Pastor Provencio	(408) 483-5380
	Lorenzo Diaz	(408) 426-1285
First Aid Team	Rosie Valdez	(408) 624-0171
Food & Water	Rosie Valdez	(408) 624-0171
Traffic & Security	An Truong	(408) 426-1497

Assistants to Physically Challenged

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

Medical Emergency Guidelines

When in doubt err on the side of caution and **CALL 9-1-1**	
MINOR ACCIDENT	Use first aid kit in classroom
CHILD COMPLAINS OF ILLNESS	Question him/her to determine severity 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) If student is too ill to walk to office, call front office for immediate help and explain severity of situation
TOOTH IS DISPLACED	Wrap tooth in moist gauze Send tooth with injured child to office Office needs to call parent immediately
PLAYGROUND ACCIDENT	Render first aid on playground if necessary If child is mobile, take to office If a stretcher is needed, call 911
INSECT BITE	Remove stinger if possible Apply cold, wet towel Send to office if systemic symptoms occur (labored breathing, swelling of entire body, etc.)
RESCUE BREATHING	Tap and shout, Open airway, Look. Listen. Feel. Give 2 full breaths, Check circulation Rescue breathing count: **ADULT:** 1 breath every 5 sec, **CHILD:** 1 breath every 3 sec
NOSE BLEED	Sit down, Lean forward Stop the bleeding with a cloth
WOUNDS	Wash, apply bandage & ice if desired *Severe:* Have victim sit or lie down, Apply direct pressure, Treat for shock, Get help
IF CHOKING	If unable to: Breathe, Cough, Speak then: Give thrusts (below rib cage) Repeat until clear
CHEMICAL BURN	Skin or eyes should be flushed with large quantities of water Call the office
ELECTRIC SHOCK	Do NOT touch, **GET HELP**

CPR Lead

   Name: Rosie Valdez   **Phone:** (408) 624-0171

MEDICAL EMERGENCY

<p style="text-align:center;">**Earthquake Procedure**</p>

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, and render first aid

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.
7. Do not go back to your class until you have been given the "All Clear" signal from an administrator.

EARTHQUAKE

Fire Procedure

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.
9. Do not go back to your class until you have been given the "All Clear" signal from an administrator.

FIRE

Lockdown

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.
6. Pass a <u>Red Card</u> under the door or taped to the window if there is an issue (missing a student or there is a medical issue needing attention), pass the <u>Green Card</u> (not missing any students and there is no immediate medical need) under the door or taped to the window if all students are inside and room is calm.
7. Follow the "<u>sum of 9</u>" rule to communicate any emergencies with emergency personnel (see below).
8. Make sure your cell phone is turned on.
9. Wait for the "All Clear" order.

THE SUM OF 9 RULE
The SJPD says a number (e.g. the number 5).
- Say the number 4 – to make the sum of 9 together with 5 – if you do NOT have an issue in your classroom (students are accounted for, no medical emergency, no intruder).
- Say a number – e.g. 10 – that does not add up to make the sum of 9 with 5 (the number the SJPD said) if you DO have an issue in your classroom (students are missing, there is a medical emergency or the intruder is in your classroom).

In the second case, if there is an emergency issue in the classroom, after you respond with the sum of 9, please answer with the following information to indicate whether the issue is:
"ONE"   Missing Student(s),
"TWO"   Medical Emergency, or
"THREE" Intruder in the room

LOCKDOWN

Evacuation Procedure

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. Follow the evacuation path for your classroom.
   - ✓ Make sure students walk together in a line as a class.
   - ✓ Select one student to turn off the lights, and be the last person in line from your class.
   - ✓ You should be at the front of the line leading your class down the stairs.
7. Once you get to the Assembly Area, have your class line up in a single file line in the assigned area for your grade level.
8. Take roll to ensure that all of the students from your class are still with you.
9. 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.
10. If the primary Assembly Area where students line up is a field or playground area or park:
    - ✓ Students should be in a single file line and should not be walking from class to class or clustered in groups.
11. If the primary Assembly Area unavailable or we require more open space in an emergency then utilize the secondary Assembly Area:
    - ✓ Students should be in a single file line and should not be walking or clustered in groups.
12. If you need assistance or student(s) is (are) missing notify the Site Communications Team or the Office Manager.
13. Do not go back to your class until you have been given the "All Clear" signal from an administrator.
14. 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.
15. An "ALL CLEAR" signal will be announced when all students should be back in class.

EVACUATION PROCEDURE

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
- Location 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	480 McCreery Avenue 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 + Location	Parque de la Amistad (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 indoors at the school site.

EVACUATION ROUTES

Appendix S

Injury and Illness Prevention Program

ACE CHARTER SCHOOL

Injury and Illness Prevention Program

September 2010

Injury and Illness Prevention Program Contents

I. Introduction and Purpose

It is the policy of ACE Charter School 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 Charter School'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 the ACE Charter School 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 any committee 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 Charter School 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 Charter School 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

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 Charter School 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 the ACE Charter School 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 the ACE Charter School 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 Charter School 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 Charter School 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 Charter School 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 Charter School 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 Charter School 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 Charter School safety policies. Temporary employees, visitors or volunteers not employed by ACE Charter School 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 the ACE Charter School 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)

ACE Charter School

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:

Date:

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 work areas?
		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	III 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?
		l.	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): _____

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

If Yes, please list their names:

_____

_____

_____

_____

Name (printed) : _____

Signature: _____

Position held (if any): _____

Date: _____

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:

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 carry it.
   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. Review Safety Rules

- ☐ 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.

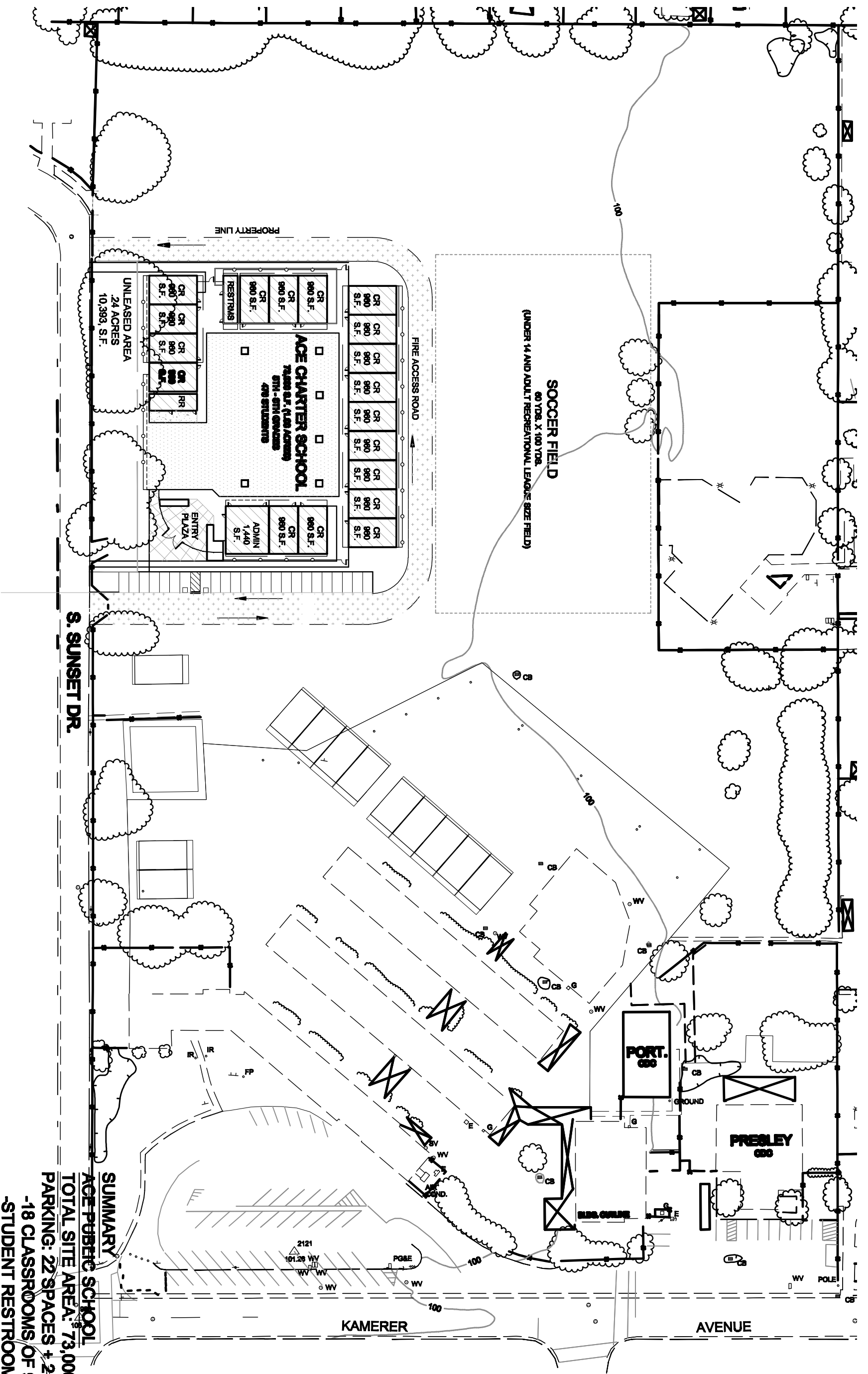All of the Training/Orientation represented in this outline was completed on the following date:

_____   _____

Signature of Trainee   Date

Appendix T

Permanent Site Plan

ACE @ Chavez

SITE PLAN

1"=80'-0"

BILL GOULD DESIGN
ART & ARCHITECTURE

A²

SUMMARY
ACE PUBLIC SCHOOL
TOTAL SITE AREA: 73,000 S.F. (1.68 ACRES)
PARKING: 22 SPACES + 2 ADA SPACES
-18 CLASSROOMS OF 960 S.F. EA
-STUDENT RESTROOMS: (2) 480 S.F.
-STAFF / OFFICES:1,440 S.F.
STUDENT QUAD: +/- 17,800 S.F.

SOCCER FIELD
60 YDS. X 100 YDS.
(UNDER 14 AND ADULT RECREATIONAL LEAGUE SIZE FIELD)

PROPERTY LINE

FIRE ACCESS ROAD

S. SUNSET DR.

UNLEASED AREA
.24 ACRES
10,393. S.F.

ACE CHARTER SCHOOL
19,400 S.F. (1.68 ACRES)
6TH - 8TH GRADES
430 STUDENTS

ENTRY PLAZA

RESTRMS

ADMIN
1,440
S.F.

CR
960
S.F.

RR

PORT.
CDC

PRESLEY
CDC

GROUND

BLDG. OVRLEEE

KAMERER   AVENUE

PROPERTY LINE

2121
101.28
PG&E