

ACE Empower

Renewal Charter Petition



Respectfully Submitted to
Santa Clara County Office of Education (SCCOE)
September 18, 2020

For a Requested Charter Term of:
July 1, 2021 – June 30, 2026



Primary Contact:
Greg Lippman
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ACE Charter Schools
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Renewal Petitioner Certification Form

(TO BE USED FOR RENEWAL OF A SANTA CLARA COUNTY BOARD OF EDUCATION-AUTHORIZED CHARTER)

This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code §47605(b) and 47605.6(b).

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

Instructions to Lead Petitioner	
1. Complete the SCCOE Charter Renewal Review Matrix Form (including petition page numbers).	
2. Complete and sign this Petitioner Certification Form.	
3. Submit completed & signed Petitioner Certification Form, Matrix, budget documents, and all other required documents with the charter petition to SCCOE Charter Schools Department.	


(A) The petition includes a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and has been updated as necessary to reflect the current program offered by the charter school.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
(B) The petition contains academic performance data of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for the most recent preceding two years and any/all other data, plans, or information necessary to support renewal.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
(C) The dashboard data is not available for the most recently completed year before renewal, and the petition contains verifiable data related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system for the most recent academic year.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
(D) The petition includes a redlined version indicating all changes to the petition from when the petition was originally granted or last renewed. The petition packet includes a hard-copy version and electronic (Word & pdf) versions, including an Excel spreadsheet of the budget, LCFF calculator, and an executive summary of the changes from the current charter.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

I hereby certify in accordance with Education Code Section 47605(b) or 47605.6(b) and County Board Policy 0420.4 that the attached petition, including any appendices and attachments, is deemed complete and the terms of this certification form are true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to denial or revocation if later discovered and the omission/inaccuracy is material.

Name of Charter School:
ACE Charter Schools - ACE Empower Academy

Rosie Bravo, Dir. HR & Compliance 9/18/2020 

Name & Title of Lead Petitioner DATE Signature of Lead Petitioner

 9.18.20 Mefula Fairley, Director

Name & Title of County Personnel Receiving Petition DATE Signature of County Personnel Receiving Petition

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TABLE OF CONTENTS

COVER LETTER	17
AFFIRMATIONS AND DECLARATIONS	19
EXECUTIVE SUMMARY	23
INTRODUCTION	23
TRACK RECORD OF IMPACT AND COMMUNITY CONNECTION	23
1. COMMITMENT TO COMMUNITY AND TARGET STUDENT	24
ACE Empower Target Students and Families	24
Partnering with Families	25
Next Steps to Advance Commitment to Community and Target Student	25
2. FOCUS ON GROWTH – HIGHER PERFORMANCE DUE TO PROGRAM IMPROVEMENTS	26
ELA and Math Proficiency – Sustained Gains Over Time	26
8th Grade Proficiency Rates Exceed State, County, District Comparables	27
8th Grade Proficiency Rates Improve over Time	28
English Language Fluency – Rates Above State and District Averages	29
Student Engagement – High Attendance, Low Chronic Absence, Declining Suspensions	30
MEANINGFUL STEPS TOWARD GROWTH: IMPROVED SCHOOL PROGRAM FOR TARGET STUDENTS	31
1. Teacher Training and Coaching	31
Next Steps for Teacher Training and Coaching	32
2. English Language Development (ELD)	32
Next Steps for ELD	33
3. Quality and Compliance in Special Education	33

Next Steps in Ensuring Quality and Compliance in Special Education	34
4. Pivot To Distance Learning To Serve All Students	34
STRONG ORGANIZATION AND GOVERNANCE	36
Effective, Experienced School Leadership	36
Fiscal and Operational Accountability	37
Governance and Organizational Leadership	38
ELEMENT A – EDUCATIONAL PROGRAM	43
MISSION	43
2020-25 STRATEGIC PLAN	43
Vision	44
Motto	44
Core Values	44
Key Priorities	45
TARGETED SCHOOL POPULATION	46
Age, Grade, And Student Enrollment	48
Demographics	49
ATTENDANCE REQUIREMENTS	50
School Day and Year	50
Mode of Delivery	51
AN EDUCATED PERSON IN THE 21ST CENTURY	51
EDUCATIONAL PHILOSOPHY	52
HOW LEARNING BEST OCCURS	53
CURRICULUM AND INSTRUCTION	55
Introduction	55

Core Instructional Practices	56
Curriculum Overview	58
Humanities (English-Language Arts/Social Studies)	59
Core Curriculum – EngageNY	59
Scope and Sequence	59
Supplementary Curriculum	60
Mathematics	62
Core Curriculum – EngageNY	62
Scope and Sequence	63
Supplementary Curriculum	65
Science	66
Core Curriculum – Mosa Mack	67
Scope and Sequence	67
Supplementary Curriculum	68
College Seminar	69
Designated ELD	70
Enrichment	70
SCHOOL CULTURE	71
Identifying and Clearly Articulating Goals	72
Promoting a Growth Mindset	74
Celebrating Progress	75
Leveraging Engagement, Positive Behavior Intervention, and Restorative Practices	76
Engaging Families	77
School Culture in Practice	77

SERVING SPECIAL POPULATIONS OF STUDENTS	78
The ACE Vision	78
The ACE Mindset	79
Multi-tiered Systems of Support	80
Tiered Interventions	81
Tier 1: High Quality Core Curriculum and Instruction	82
Tier 2: School-Based Interventions based on data (not individualized)	83
Tier 3: MTSS Intervention	84
Support Timeline	84
MTSS Meeting	86
STUDENTS WHO ARE ENGLISH LEARNERS	87
English Language Development Philosophy	87
Identification, Designation & Notification	88
Ongoing Assessment, Monitoring, and Reclassification Procedures	91
Reclassifying English Learners with Disabilities	92
Strategies for Students Who Are ELs – Instruction and Intervention	94
Integrated ELD	95
Designated ELD	95
Alignment of Standards and Strategies	96
ELAC	104
Teacher Qualifications and Professional Development	105
Monitoring and Evaluation of Program Effectiveness	105
STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING OR HIGH-ACHIEVING	106
Schoolwide Differentiation Strategies	106

Plan for Academically Low-Achieving Students	108
Differentiated Supports	108
Third-Party After-School Programming	109
Plan for Academically High-Achieving Students	109
STUDENTS WITH SPECIAL NEEDS	110
SELPA Affiliation	110
Child Find	111
Referral for Assessment	111
Assessments	112
Development and Implementation of IEP	113
IEP Review	115
Special Education Strategies for Instruction and Services	115
Interim and Initial Placements of New Charter School Students	116
Non-Public Placements/Non-Public Agencies	116
Non-discrimination	117
Reporting	117
Procedural Safeguards	117
Dispute Resolution	118
Complaint Procedures	118
SELPA Representation	118
Excess Costs	118
Staffing	118
Professional Development for Charter School Staff	119
Section 504 of the Rehabilitation Act	120

GOALS AND ACTIONS IN THE STATE PRIORITIES	121
ELEMENT B - MEASURABLE STUDENT OUTCOMES	135
SCHOOLWIDE OUTCOMES	135
Priority 1 - Effective School Model For Target Student	135
Priority 2 - Strong Systems To Support Organizational Impact	135
OUTCOMES IN ALIGNMENT WITH STATE PRIORITIES	137
Annual Update	147
EVIDENCE OF MEETING CHARTER RENEWAL CRITERIA	148
DASHBOARD PERFORMANCE	148
MEASURABLE INCREASES IN ACADEMIC PERFORMANCE	150
English Language Fluency	150
ELA and Math Proficiency	151
NWEA MAP	151
California Assessment of Student Performance and Progress (CAASPP)	153
MEASURABLE INCREASES IN ENGAGEMENT	159
Attendance & Chronic Absence	159
Suspension	160
Middle School Dropout	161
ADDITIONAL DATA - ENROLLMENT	162
CONCLUSION	162
ELEMENT C - METHODS OF ASSESSMENT	163
INTRODUCTION	163
Additional Assurances	164
DATA MANAGEMENT SYSTEMS	164

TYPES OF ASSESSMENTS	164
External Assessments	164
Academic Indicators	164
Engagement Indicators	166
Internal Assessments	166
Academic Indicators	166
Engagement Indicators	166
ASSESSMENT CONTINUUM	167
Assessment Calendar	167
DATA COLLECTION, DISSEMINATION AND ANALYSIS	169
USES OF MULTIPLE MEASURES OF ASSESSMENT	172
Student, Teacher and School Use of Data	172
School and Family Use of Data - Reporting to Caretakers	173
School, District and State Use of Data	174
Local Control Accountability Plan (LCAP)	174
School Accountability Report Card (SARC)	174
ELEMENT D - GOVERNANCE STRUCTURE	175
OVERVIEW	175
NON-PROFIT PUBLIC BENEFIT CORPORATION	176
Board of Directors	177
Board Meetings	179
Board Committees	180
Board Duties	181
ROLE OF CENTRAL OFFICE PERSONNEL IN GOVERNANCE	182

Chief Executive Officer	182
Chief Financial Officer	183
Chief Schools Officer	184
ROLE OF SCHOOL SITE PERSONNEL IN GOVERNANCE	184
Principal	185
Assistant Principal	185
School Leader Resident	186
Community Outreach Manager	186
Lead Teachers/Department Chairs	187
Teachers (General Education and Special Education)	187
ROLE OF FAMILIES IN GOVERNANCE	187
Family Collaboration	188
English Learner Advisory Committee	188
ELEMENT E: EMPLOYEE QUALIFICATIONS	191
OVERALL QUALIFICATIONS	191
SELECTION PROCESS	193
JOB QUALIFICATIONS FOR KEY CENTRAL OFFICE PERSONNEL	193
Chief Executive Officer	193
Chief Financial Officer	194
Chief Schools Officer	194
JOB QUALIFICATIONS FOR SCHOOL SITE PERSONNEL	195
Principal	195
Assistant Principal	195
Community Outreach Manager	196

Office Manager	196
Teachers	196
Lead Teacher	197
Support Staff	197
Services Provided Via Contractors	197
COMPENSATION AND BENEFITS	198
PROFESSIONAL DEVELOPMENT AND EVALUATION	198
Professional Development	198
The Teaching and Learning Cycle	199
Building the Schoolwide Culture: Ganas in the Classroom	199
Teacher Evaluation and Ongoing Support	200
School Leader Professional Development and Coaching	201
ELEMENT F - HEALTH AND SAFETY OF STUDENTS AND STAFF	203
HEALTH AND WELLNESS	204
Immunizations	204
Tuberculosis Risk Assessment and Examination	204
Vision, Hearing, and Scoliosis	204
Medication in School	204
Emergency Epinephrine Auto-injectors	204
Blood Borne Pathogens	205
Nutrition	205
Nutritionally Adequate Free or Reduced Price Meal	205
Athletics	205
Feminine Hygiene	206

Suicide Prevention	206
California Healthy Youth Act	206
Diabetes	206
Prevention of Human Trafficking	206
Bullying Prevention	206
Drug, Alcohol, and Smoke-free Environment	207
Role of Staff as Mandated Child Abuse Reporters	207
Safe Place to Learn Act	207
Family Educational Rights and Privacy Act	207
SAFETY	207
Procedures for Background Checks	207
Comprehensive Anti-discrimination and Harassment Policies And Procedures	208
Facility Safety	209
Emergency Preparedness	209
School Safety Plan	210
ELEMENT G - STUDENT POPULATION BALANCE	211
RECRUITMENT STRATEGY & OUTREACH PLAN	211
Recruitment Strategy	211
Public Outreach Campaign	212
ACE Student and Family Recruitment Plan	212
Target	212
Public Advertising	213
Communication Methods and Frequency	213
CURRENT STUDENT DEMOGRAPHICS	214

PLAN FOR FUTURE STUDENT DEMOGRAPHICS	214
ELEMENT H - ADMISSION POLICIES AND PROCEDURES	217
ASSURANCES	217
ADMISSION REQUIREMENTS	219
Immunizations	219
PUBLIC RANDOM DRAWING	220
Preferences	220
Process	221
Admissions and Enrollment Timeline	222
ELEMENT I - FINANCIAL AUDITS	225
FISCAL AUDIT	225
ELEMENT J - PUPIL SUSPENSION AND EXPULSION	227
APPROACH TO DISCIPLINE	227
SUSPENSION AND EXPULSION POLICY AND PROCEDURES	228
4. Homework Assignments During Suspension	240
ELEMENT K - EMPLOYEE RETIREMENT SYSTEM	251
RETIREMENT	251
HEALTH	252
SALARY	252
ELEMENT L - PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	253
ELEMENT M - EMPLOYEE RETURN RIGHTS	255
ELEMENT N - DISPUTE RESOLUTION PROCESS	257
INTENT	257
DISPUTES BETWEEN THE AUTHORIZER AND THE CHARTER SCHOOL	257

INTERNAL DISPUTES	258
ELEMENT O - SCHOOL CLOSURE PROCEDURES	261
NOTIFICATION AND TIMELINE	261
NOTIFICATION OF STUDENTS AND FAMILIES	261
MANAGEMENT OF STUDENT AND STAFF RECORDS	262
FINANCIAL RECORDS, FINAL REPORTS AND DISTRIBUTION OF ASSETS	262
MISCELLANEOUS CHARTER ELEMENTS	265
ADMINISTRATIVE SERVICES	265
CIVIL LIABILITY	265
FINANCIAL PLAN	266
LABOR RELATIONS	267
INSURANCE	267
FACILITIES	268
TRANSPORTATION	268
CHARTER OVERSIGHT	268
AUDIT AND INSPECTION OF RECORDS	269
CHARTER RENEWAL	269
CONCLUSION	269

Appendix 1 - School Day and Year

Appendix 2 - Curriculum and Instruction

Appendix 3 - School Culture and Community

Appendix 4 - Serving All Students

Appendix 5 - Assessment

Appendix 6 - Professional Development

Appendix 7 - Governance

Appendix 8 - Health, Wellness, and Safety Plans

Appendix 9 - Student Recruitment, Admissions, and Enrollment

Appendix 10 - Organizational Team

Appendix 11 - Handbooks

Appendix 12 - Financial Documents

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COVER LETTER

September 18, 2020

Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Superintendent Dewan, Director Fairley, Associate Director Johnson, and Board of Education,

ACE Empower Academy exists because there are significant numbers of students and families in the Mayfair neighborhood of East San Jose who are struggling. ACE Empower is a middle school that recruits the most disengaged students, and works with them (and their families) until they achieve the skills and personal optimism and confidence to succeed in school and life. This effort is codified in ACE Empower's mission: ***ACE ensures students who are struggling gain the skills and will to succeed in college and beyond.***

This optimism means that teachers and staff at ACE Empower believe that children and families who are not only demographically underrepresented in college, but have a whole array of obstacles between them and academic success, can thrive in school. ACE's focus on building relationships and helping all students see the potential within themselves permeates every aspect of the academic program, staff training, and parent engagement work.

ACE Empower's motto is ***Grow, Everyone, Every Day***, and the motto is the school's expression of its expectation and belief that everyone — not only those who are statistically more likely to succeed — has the capacity to grow and thrive. All work at ACE Empower is founded on a profoundly felt optimism about children, families, and neighborhoods. The ACE Empower culture and academic program is focused on a constant, authentic celebration of incremental progress, both in students' personal demonstration of school and community values as well as their rapid academic growth. At ACE Empower, students develop a fundamental, sturdy sense that their failures will be noticed and addressed, and that their successes will be recognized and rewarded.

The key element of the academic model at ACE Empower is a balance between rigorous standards-based course work and a system of academic and personal supports tailored to the needs of each individual student. This support system takes into account the challenges faced by students who are English Learners, experiencing disability, are from traditionally marginalized

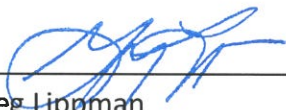
Grow. Everyone. Every Day.

racess and ethnicities, and who need to grow rapidly in order to work their way back toward grade-level proficiency and personal confidence.

Reaching, recruiting and retaining ACE Empower's target students and families takes a comprehensive, "high-touch" community outreach and engagement approach — one that inspires optimism about the possibilities of education and assures parents that their child's individual needs will be met. In order to successfully engage these families, ACE Empower works tirelessly to develop and sustain a deep and authentic connection to the Mayfair community and specifically with its families. ACE Empower's administrators are experienced educators and community leaders who have extensive experience with the ACE target student, and the teaching staff is diverse and includes many teachers and leaders who have personal experience that mirrors the students and families they serve.

On behalf of ACE Empower and the ACE Board of Directors, I submit this petition with gratitude for the opportunity that ACE has been given to serve the students of the Mayfair neighborhood and Santa Clara County. We also submit this in the hope and expectation that ACE can continue to live up to its commitment to its community and help provide a path to success in school for students who will become a model for their families and their neighborhood as they light the way forward for those who will follow in their footsteps.

Sincerely,



Greg Lippman
Chief Executive Officer
ACE Charter Schools

09.18.2020
Date

AFFIRMATIONS AND DECLARATIONS

As the authorized lead petitioner, I, Greg Lippman, hereby certify that the information submitted in this petition for a California public charter school named ACE Empower Academy (“ACE Empower” or the “Charter School”), and to be located within the boundaries of the Alum Rock Union Elementary School District (“ARUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, ACE Empower will follow any and all federal, state, and local laws and regulations that apply to ACE Empower, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Ace Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of [INSERT NAME OF CHARTER SCHOOL] for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other

characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School 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 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School 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)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

[Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Greg Lippman
Chief Executive Officer
ACE Charter Schools

09.18.2020

Date

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EXECUTIVE SUMMARY

INTRODUCTION

Since it opened in August 2008, ACE Empower has maintained its focus on meeting a community need. ACE Empower came into being in response to urgent advocacy on the part of East San Jose parent leaders for a school specifically designed in the best interest of their students, especially those who were struggling both academically and personally. With those students (and their families) in mind, ACE Empower has always had a clearly defined model focusing on academic growth as well as a culture of optimism and strong relationships that is rooted in the community the school serves, all designed to (in the words of the ACE Mission Statement) **“ensure students who are struggling gain the skills and will to succeed in college and beyond.”**

ACE Empower has achieved the “Middle Track” threshold for charter renewal, as designated by the California Department of Education per Education Code section 47607.2(b)(2). This places it in consideration for a five-year charter renewal – ACE Empower looks forward to serving the community over this potential term, and beyond.¹

TRACK RECORD OF IMPACT AND COMMUNITY CONNECTION

Over the past 12 years and two (2) charter terms, the ACE network and ACE Empower have demonstrated their strong commitment to the students and families of Santa Clara County, and especially those of East San Jose’s Mayfair neighborhood. The educational model and culture are built on the following foundations:

1. **Commitment to Community and Target Student** – ACE Empower holds an unwavering commitment to working with and for its community’s most underserved students and families by establishing a culture of optimism and a college-going trajectory.
2. **Focus on Growth** – The ACE motto is **“Grow. Everyone. Every Day.”** – this applies to the students and the entire ACE organization alike. ACE has been nimble in its response to a changing educational and external landscape – strengthening alignment to the Common Core, bolstering services for English Learners and/or students with special needs, and most recently “flipping the switch” to provide high-quality remote learning immediately after school closure last spring. ACE Empower has a demonstrated commitment to helping students grow through continuous improvement of the school’s programs.

¹ In alignment with the Santa Clara County Office of Education Charter Renewal Matrix, a complete description of the evidence of meeting charter renewal criteria for the Middle Tier is provided in **Element B**.

3. **Strong Organization and Governance** – ACE Empower has the organizational strength to meet its mission and continuously improve its program, with experienced leadership at both the school and central office level. All of the key elements in operations, finances, and governance are in place to ensure that ACE Empower can focus its most important energies on serving students in need.

1. COMMITMENT TO COMMUNITY AND TARGET STUDENT

ACE exists to serve our community’s most underserved students and families by establishing a schoolwide culture of optimism and college-going trajectory for all children. The entire ACE model – community outreach, school culture, and academic program – are aligned to reach and inspire the most underserved families and their children. Everything ACE does – whether it be recruiting new families, hiring and training teachers, or refining its academic program – is driven by the organization’s mission to serve students who have fallen far behind by middle school and families who are marginalized in the existing system.

ACE Empower Target Students and Families

ACE Empower has successfully connected with and recruited students in this neighborhood who almost exclusively come from demographic subgroups that are significantly underrepresented in college. Due to demand for the program it offers, ACE Empower serves these students at a higher rate than found within its home district, the Alum Rock Union Elementary School District (ARUSD) and the neighborhood district middle school, Lee Mathson Middle School (“Mathson”), as well as across both the district and county as a whole.² For example:

- **92% of ACE Empower students are from low-income families, and 98% are Latino**, both of which are higher than ARUSD and vastly higher than County averages
- **63% of ACE Empower students are current English Learners (ELs) and 91% have been classified as English Learners at some point in their academic career**, compared to 38% and 77% respectively at Mathson
- **20% of ACE Empower students are receiving special education services**, as compared to 16% at Mathson, 12% in ARUSD, and 12% county-wide

As is typical of students in underserved subgroups, most ACE Empower students enter ACE significantly below grade level in academic performance. New students entering ACE Empower at the 5th and 6th grade levels have historically taken the NWEA Measures of Academic Progress (MAP) assessment, which provides nationally-normed data vis-a-vis student grade level

² Source for demographic data: www.ed-data.org. For a detailed breakdown of ACE Empower demographics, as well as relevant comparables, please see **Element A, Targeted Student Population**.

proficiency. As seen below in **Figure ES.1**, 2019-20 5th and 6th graders entered either below or far below grade level in their reading proficiency – the gateway to access for all other academic areas – which has been consistent over time with incoming 5th and 6th grade students to ACE.³

Figure ES.1 NWEA Reading Levels Fall 2019

NWEA Reading Levels – Fall 2019		
	Below Grade level	2+ Grades Below Level
Grade 5	70%	22%
Grade 6	57%	32%

Source: NWEA MAP

Partnering with Families

ACE Empower’s demographics, as well as the learning levels of its incoming students, are the result of a concerted, multi-year effort to engage in a transparent and respectful way with the Mayfair community and to listen closely to parents regarding the reasons behind the challenges that their children are facing in their education.

ACE recognizes the crucial role families play in helping their children succeed in school, especially for those children who have had difficulties and enter the complex middle school years with learning gaps. The ACE Empower staffing model includes a full-time Community Outreach Manager as well as several Community Ambassadors who focus solely on ensuring a close, mutually respectful, and supportive relationship between staff and families and ensure that families can work closely and collaboratively with staff and each other.

Next Steps to Advance Commitment to Community and Target Student

ACE Empower is committed to ensuring not only that it serves the Mayfair community, but also has a student population that aligns with similar neighborhood schools within ARUSD as a whole. As a point of comparison, while ACE Empower and Mathson have similar populations of students from low-income families (92% and 93% respectively), the racial and ethnic diversity varies with ACE Empower serving a larger percentage of Latinx students (98%) and Mathson serving less Latinx students (75%) but more Asian (10%) and Filipino (5%) students. ACE Empower is actively working to better reflect this neighborhood composition moving forward, with community engagement efforts including marketing materials in Vietnamese and community outreach in locations that reflect the diverse population of this neighborhood and the district as a whole.

³ All raw data is available for external validation.

Similarly, ACE Empower serves more students with Special Needs overall than both ARUSD and Santa Clara County – and a similar percentage as ARUSD of students who qualify as Moderate-Severe (less than 1%). The higher overall percentage reflects the large group of families in the Mayfair neighborhood who opt for ACE Empower’s inclusion program. In terms of students whose needs are classified as Moderate-Severe – even though ACE rates are similar to ARUSD – a fundamental part of ACE’s community outreach moving forward will be to more deeply and effectively engage with families whose children fall into this category. A focal point in this work for ACE is with students with Autism Spectrum Disorder – while the ARUSD percentage is less than the state average in this area, the ACE Director of Student Services (who specializes in working with this student population) is building an outreach program to engage with and recruit a student population more in line with state and national averages.

2. FOCUS ON GROWTH – HIGHER PERFORMANCE DUE TO PROGRAM IMPROVEMENTS

Over the past three years, ACE Empower has focused not only on attracting its community’s highest-need students, but ensuring that these students grow and thrive. Spurred by internal analysis of student- and school-level data, as well as key recommendations and feedback from SCCOE staff, ACE Empower leadership recognized areas where programmatic growth and expansion were needed. These data-informed shifts have provided students with the support they need to change their academic trajectory and be ready, by the time they finish 8th grade, to succeed in high school, college, and beyond.

ACE Empower has realized three significant areas of student performance success and growth over the 2016-21 charter term, including measurable increases in:

1. ELA and Math Proficiency, especially for the low-income Latino subgroup
2. English Language Fluency, which exceeds the state average for ELs
3. Student Engagement, including high attendance rates, low levels of chronic absence, and steadily declining suspension rates

ELA and Math Proficiency – Sustained Gains Over Time

Given ACE Empower’s mission to help students take initial steps toward college and life success, as well as its focus on serving the highest-need students in the Mayfair neighborhood, it is critical that its students show significant growth toward high school readiness as a stepping stone to reaching longer-term goals.

Based on data and observations from the 2019-20 school year, ACE Empower was on track to show considerable gains in proficiency rates on the California Assessment of Student Performance and Progress (CAASPP) over the prior two years and in alignment with the

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requirements of AB1505. Due to the pandemic, CAASPP testing was canceled in 2019-20, and as a result there are no official SBAC results for 2019-20.

Fortunately, just before schools were closed, ACE Empower administered the state-sanctioned interim SBAC, the **Interim Comprehensive Assessment (ICA)**. As the California Department of Education notes in its description of the ICA:

“Interim Comprehensive Assessments (ICAs) are built on the same blueprints as the summative assessments. The ICAs include the same item types and formats, including performance tasks, as the summative assessments, and yield results on the same vertical scale. The ICAs yield overall scale scores, overall performance level designations, and claim-level information.”⁴

ACE Empower administered the ICA to all students using a “standardized method,” which means that the same protocols and security procedures were used as would be in a normal summative test administration.

8th Grade Proficiency Rates Exceed State, County, District Comparables

The Spring 2020 ACE Empower results on the ICA provide strong evidence of student achievement and growth on the student and schoolwide level.⁵ Given that a significant majority of ACE students enter below grade level (many of them over two years below grade level, as seen in **Figure ES.1** above), their proficiency rates on standardized tests often take several years to increase as even students making considerable growth have not yet caught up to their grade-level peers. However, by the time students reach 8th grade, their progress is readily apparent.

The following analysis of student achievement looks at ACE Empower 8th graders’ performance on the ICA in spring 2020, both from the vantage point of their performance in comparison to similar students (i.e. those in the Low-Income Latino subgroup) in the district, county, and state, as well as tracking their progress over time.⁶ ACE’s 8th Graders in the Low-Income Latino subgroup achieved the following on the 2020 ICA:

⁴ Source: <https://portal.smarterbalanced.org/library/en/interim-assessments-overview.pdf>

⁵ For a detailed overview of the ICA and its validity as an assessment of student performance, please go to this link: <https://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>. All data from the March ICA administered at ACE Empower has been shared with SCCOE. For a detailed explanation of the validity of ICA and the methodology ACE used to collect and analyze student performance data, please see **Appendix 5 – Assessment**.

⁶ Given the ACE Empower student population is 98% Latino and 92% from low-income families, this is the most relevant subgroup when comparing the school locally as well as at a district and state level.

- In ELA and Math, proficiency rates ***significantly exceeded state, county, and district averages***
- In ELA and Math, proficiency rates ***significantly exceeded the results of the most similar students, namely those at the local district middle school***

As is clear in **Figure ES.2** below, 8th grade Proficiency rates for the Low-Income Latino subgroup on the 2020 ICA were very strong:

Figure ES.2 8th Grade Proficiency - Low-Income Latino Subgroup

8 th Grade Proficiency Rates					
	ICA 2020	SBAC 2019			
Low-Income Latino Subgroup					
	ACE	Mathson	ARUSD	County	CA
ELA	42%	33%	35%	32%	34%
Math	33%	14%	20%	20%	21%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/> and ICA

8th Grade Proficiency Rates Improve over Time

The following data shows that the 2020 results not only exceed state, county, and district comparables, but show growth over time in the following three ways:

1. The 2020 8th grade cohort showed remarkable progress compared to ACE 8th graders in previous years, especially English Learners, whose proficiency rates in English-Language Arts ***nearly quadrupled from 2018 (6%) to 2020 (23%)***, as seen in **Figure ES.3**.

Figure ES.3 8th Grade Proficiency Rates Over Time

2020 8th Graders Compared to 2017-2019 8th Graders				
	2017 SBAC	2018 SBAC	2019 SBAC	2020 ICA
Low-Income Latino Subgroup				
ELA	24%	26%	24%	42%
Math	27%	35%	24%	33%
English Learner Subgroup				
ELA	13%	6%	9%	23%
Math	15%	18%	9%	21%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/> and ICA

2. In addition, the 2020 8th grade cohort showed growth over time – at their point of entry into ACE Empower (mostly in 5th and 6th grade), this cohort of students entered ACE Empower scoring at very low proficiency rates (<15%). By the time these students reached 8th grade in 2020, they saw those rates grow very significantly, **with some of the most rapid increases coming for those who are English Learners, with ELA proficiency growing from 2% to 23% and Math proficiency growing from 4% to 21%**, as seen below in **Figure ES.4**.

Figure ES.4 8th Grade Cohort Proficiency Rates Over Time

8th Grade Cohort Proficiency Rates (from 5 th -8 th Grade)				
	SBAC			ICA
	5th (2017)	6th (2018)	7th (2019)	8th (2020)
Low-Income Latinos				
ELA	12%	14%	19%	42%
Math	2%	14%	19%	33%
English Learners				
ELA	9%	6%	2%	23%
Math	3%	6%	4%	21%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/> and ICA

3. The 2020 8th grade cohort also showed encouraging results in terms of those scoring at the lowest level (Level 1) on the SBAC; the percentage of students at ACE Empower scoring at level 1, as seen in **Figure ES.5**.

Figure ES.5 8th Grade Cohort Level 1 Rates Over Time

8th Grade Level 1 Rates 2017-2020				
	5th (2017)	6th (2018)	7th (2019)	8th (2020)
ACE - Low-Income Latino Subgroup				
ELA	71%	56%	60%	29%
Math	76%	56%	66%	47%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/> and ICA

English Language Fluency – Rates Above State and District Averages

ACE Empower has realized significant gains in English Language Fluency for its students who are English Learners (ELs). The English Language Proficiency Assessments for California (ELPAC) were

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conducted before school shutdown, and as a result there is publicly available data for ACE Empower’s English Learners. As **Figure ES.6** indicates, ACE Empower ELs achieved a progress rate of 49%, which exceeds state and district averages as well as that of the neighborhood. These results are extremely encouraging – ACE Empower is not only serving far more English Learners (63% at ACE compared to 38% at Mathson, 40% in ARUSD, and 22% in Santa Clara County), but is supporting those students to higher levels of growth.

Figure ES.6 English Learner Progress

2018-19 English Learner Progress				
	ACE Empower	Mathson	ARUSD	CA
Met Annual Progress	49%	44%	41%	48%
Increased by 1 or More Levels	47%	37%	39%	43%
Maintained at Level 4	2%	7%	2%	5%
Maintained at Levels 1-3	29%	34%	36%	32%
Decreased by 1 or More Levels	22%	21%	23%	20%

Source: <https://www.caschooldashboard.org/>

Student Engagement – High Attendance, Low Chronic Absence, Declining Suspensions

ACE Empower’s Culture of Optimism shows results in strong student engagement. Key data points that illustrate student buy-in and a growing commitment to their education include:

- A very strong schoolwide attendance rate of 95.53% in 2019-20, which demonstrates an increase over the charter term from the already high rates of 94.07% in 2018-19 and 94.52% in 2017-18.
- A Chronic Absence rate of 17%, which is less than half of the 38% at Mathson, the neighboring district middle school. While ACE Empower continues to work to reduce this rate, nonetheless the fact that ACE Empower cuts the neighborhood rate by over 50% is reflective of significant impact on student engagement.
- A halving of the suspension rate since 2016, reducing it to 8%. Performance as compared to Mathson has varied, as suspension rates at that school went drastically up and then drastically down over the past three years; the Mathson average over that period is 12%.⁷

⁷ There is a one year lag in suspension rates on the California Dashboard, so the data in each year is actually from the year prior (i.e. 2018-19 data is from 2017-18).

MEANINGFUL STEPS TOWARD GROWTH: IMPROVED SCHOOL PROGRAM FOR TARGET STUDENTS

The above student achievement levels were the result of a multi-year effort on the part of ACE Empower students, families and staff. Over the previous two years before 2019-2020, ACE Empower proficiency rates were generally flat; although similar to district and regional trends and performance. While flat performance indicates an annual increase of one year in achievement, there was clearly a need for program improvement that would accelerate this growth in order for students who had fallen behind to catch up and be ready for high school by the time they left ACE Empower.

Guided by SCCOE feedback as well as ACE internal audits and root-cause analysis, ACE Empower has focused its continuous improvement efforts in three areas:

- 1. Teacher training and coaching to improve instruction and classroom culture**
- 2. Infusing English Language Development (ELD) best practices across the curriculum**
- 3. Ensuring quality and compliance in delivery of services for Special Education students**

In addition, due to the onset of the pandemic in March 2020, ACE Empower also invested significant energy into program development in its Distance Learning program, which continues through the present day.

1. Teacher Training and Coaching

Starting in the 2017-2018 school year, to ensure that teachers and school leaders had access to training and coaching around instructional best practices and using data to drive decision-making, ACE Empower launched a partnership with the Relay Graduate School of Education (“Relay”). The Relay mission is to train teachers and school leaders in how to develop all students’ academic skills and personal strength to be prepared for college and life. The partnership includes specific professional development sessions and follow-up coaching for both school leaders and teachers in School Culture, Observation and Feedback, Data-Driven Instruction, Lesson Planning, and the design of internal data meetings and coaching sessions. As part of this initiative, ACE Empower revamped its staffing model to ensure that 100% of teachers receive weekly coaching and feedback from a designated Instructional Coach (Principal, Assistant Principal, or Lead Teacher).

In order to realize this model – and ensure more rapid change – additions and transitions were made to the school leadership team. Ms. Lisamarie Reid was named Principal, bringing an extensive background and demonstrated achievement through high-quality instructional leadership. Mr. Danny Gonzalez-Meza was promoted to Assistant Principal of Student Services, bringing with him a strong capacity in developing positive school culture. Finally, Ms. Reissa

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Noriega joined the team as a School Leader Resident to provide specific guidance and support around implementation of the Smarter Balanced Assessment (SBAC) Interim Assessment Blocks (IABs) and Interim Comprehensive Assessment (ICA), as well as coaching and support for teachers.

In tandem with this investment in teacher development, ACE Empower also fundamentally improved its ability to use data to tailor and refine instruction to meet individual student needs. In 2018, ACE Empower adopted the SBAC IABs as its formative assessment tool and ICA as its summative assessment tool.⁸ Unlike ACE Empower's previous assessment system, these assessments are fully aligned to the Common Core State Standards (CCSS) and provide comprehensive assessments of college- and career-ready knowledge and skills to better assess not just knowledge, but growth toward mastery. Simultaneously, ACE Empower adopted EngageNY, a fully CCSS-aligned and nationally recognized curriculum for Math and English Language Arts. ACE Empower teachers hold weekly Data Meetings to review student work and assessment results to adjust and differentiate classroom instruction.

Next Steps for Teacher Training and Coaching

To deepen understanding of the CCSS and teachers' intellectual preparation for implementing this curriculum, ACE Empower has registered all instructional leaders/coaches in Unbound Ed's Standards Institute to provide further professional development training around understanding the CCSS.⁹ Due to COVID-19, this work is on hold, but will begin again in earnest once the Standards Institute returns.

2. English Language Development (ELD)

Given that 91% of ACE Empower students speak English as a second language – and 63% of students are currently designated as English Learners – developing proficiency in the English language is paramount. Over the past several years, ACE Empower has developed and implemented a plan for strengthening both Integrated and Designated English Language Development (ELD) which is seeing very encouraging results. Ms. Flor Esquivel, ACE Empower's ELD Lead Teacher, has led the following core initiatives

- The integration of ELD standards across the curriculum
- Strengthening of both Integrated and Designated ELD instruction
- A much-improved reclassification process that is part of a top-to-bottom revamp of the processes and protocols of the English Learner program as detailed in the new Empower

⁸ More information available at: <https://www.smarterbalanced.org/assessments/interim-assessments/>

⁹ More information available at: <https://www.standardsinstitutes.org/>

English Learner Handbook.¹⁰

The above initiatives complement programmatic steps taken by ACE Empower over the last several years, which include:

- Participation in SCCOE’s Professional Learning Series “Access for ALL” by Dr. Yee Wan from SCCOE’s Multilingual & Humanities Education Department for guidance on best-practices for the design of an Integrated and Designated ELD program
- Adoption of Kate Kinsela’s [English 3D curriculum](#), to support student acquisition of academic English
- The design and adoption of new reclassification procedures.

Next Steps for ELD

ACE Empower has a significant percentage of students who are long-term English learners. As such, the school will be working to deepen understanding of the conditions that cause students to be considered long-term English learners in middle and high school. While the school has realized strong overall growth for ELs (higher than the state average), there are still students whose performance is at the lower levels or declines. Next steps will be to ensure that the Integrated and Designated ELD programs work in conjunction to support students in progressing in levels of English fluency, with a focus on students who are not making progress and are - or at risk of becoming - long-term English learners. Additionally, ACE Empower is exploring the development of a newcomer program that provides a clear pathway toward mainstream classes with a curriculum designed to assess needs and monitor progress in foundational literacy skills in English. Finally, ACE Empower is working to increase the number of staff who are certified to teach ELD.

3. Quality and Compliance in Special Education

Given that ACE serves a much higher percentage of students with special needs than the district, county, or state, ensuring strong service provision and compliance in its Special Education program has been a priority for ACE Empower. Over the last several years, ACE Empower has bolstered its staffing model, starting with the addition of a full-time on-site Behavior Intervention Specialist, Russell Smith, as well as paraprofessionals to supplement the work of teachers, then followed by the hiring of network-level expertise in the form of a new Director of Student Services, Lucas Kelleher. Most recently, Thuyhong Nguyen, a bilingual Vietnamese Special Education teacher, joined the ACE Empower team to further improve the Special Education program, as well as to assist in the recruitment and support of linguistically diverse

¹⁰ Please see **Appendix 3 – Serving All Students** for the English Learner Handbook

students.

ACE Empower has improved its service delivery model to shift towards a responsive delivery model and has systematized the entire program through a revamped ACE Special Education Procedural Manual.¹¹ ACE Empower has developed a comprehensive Special Education File Review and IEP Audit Plan to ensure compliance, but also to move out of the CDE and federal monitoring processes. All of this work is bearing fruit – after one year of implementation, ACE Empower was moved out of “State Performance Plan Indicator 10: Disproportionality” due to the successful implementation of goals in the school’s Performance Indicator Review Plan.

Next Steps in Ensuring Quality and Compliance in Special Education

In new developments that will benefit all students and especially students with Special Needs, ACE Empower is also in the midst of launching a comprehensive student support model in line with the current Multi-Tiered Systems of Support (MTSS) for general education systems to assist in child find. Furthermore, a new comprehensive mental health plan is in place to better serve students, with wrap-around mental health services and counseling offered to students and families by the school counselor, along with several counseling interns. The mental health plan includes a counseling scope and sequence to better support the mental health of all students and to further develop ACE’s levels of student support implementation. The team has also been strengthened by the addition of Breenu Sra, a highly experienced School Psychologist and MFT Counselor, to assist in the programmatic improvement of Special Education and Mental Health Counseling at ACE.

4. Pivot To Distance Learning To Serve All Students

One clear recent example of how ACE Empower responds to changing student needs, family voice and input, and academic performance data was the rapid transition to a full distance learning program. ACE Empower responded virtually immediately – school closure was announced on Friday, March 13, and by the following Monday, March 16 the school had shifted to virtual learning. The ACE Empower distance learning program is designed to ensure the safety of both students and staff, while addressing equity and educational gaps and guaranteeing access for all.¹²

ACE Empower parent and student response to the Distance Learning program (based on surveys conducted between April and June 2020) was overwhelmingly positive:

- **Students** – When asked whether the ACE Empower program “fosters a culture of

¹¹ Please see **Appendix 3 – Serving All Students** for the Special Education Procedure Manual.

¹² Please see **Appendix 1 - School Day and Year** for the ACE Distance Learning Plan

optimism about me and my future,” 71% of students agreed/strongly agreed, 26% somewhat agreed, and only 2% disagreed. And 74% of students agreed/strongly agreed, 21% somewhat agreed, and only 5% disagreed when asked if “teachers and staff care about my family and me.”

- **Parents** – When asked about their level of satisfaction with the distance learning program, 69% were quite or extremely satisfied, 19% somewhat satisfied, and only 14% slightly/not satisfied. And when asked about the support they received, 83% were quite or extremely satisfied, 14% somewhat satisfied, and only 3% slightly/not satisfied.

However, there were several key learnings from the spring that have guided on-going program development for distance learning. Key new developments include:

1. **Connection** - Increased opportunities for student and family engagement and relationship-building, especially through expanded synchronous learning where students and teachers can interact directly
2. **Supports** - Roll-out of a revamped Multi-tiered Systems of Support (MTSS) Program focused on students’ social-emotional well-being, in addition to academic interventions for struggling students. Starting the year with a trauma inventory survey, and continuing through the year with regular wellness surveys and a formal Case Study process, the ACE Empower team will design levels of social-emotional support with various counseling and engagement interventions. This process will be enhanced by the new ACE Counseling Internship program to support counselors by increasing capacity to serve more students.
3. **Curriculum and Instruction** - Enhanced curriculum resources, training, and tech tools for teachers specifically designed for the distance learning environment, including continued development and refinement of the academic program as well as assessments that can be deployed remotely to track student progress and support re-teaching and intervention strategies. Parents are also receiving on-going training and support at schoolwide events like Virtual Cafecitos with school leadership and one-on-one sessions with teachers and other support staff.
4. **English Language Development (ELD)** - Continued focus on ELD, with an Integrated ELD instruction model where all teachers incorporate and address ELD standards across all content areas with lesson-level focus on addressing the four domains of language acquisition and strategies to address all levels of language proficiency. Each teacher will be working from a revised, updated and expanded ACE English Learner Program Handbook to assist in planning, lesson development, and implementation to support student growth.
5. **Technology** - Increased investment in technology, ensuring all ACE students receive the technology needed to participate in all distance learning activities. This includes a 1:1

Chromebook distribution. For teachers, ACE Empower invested in a new student learning management system, Schoology, as well as sound and video equipment and software facilitation tools for teachers.

STRONG ORGANIZATION AND GOVERNANCE

ACE has established itself as a fiscally and organizationally sound institution. This includes an experienced, committed leadership team, fiscal accountability and a governance structure that is responsible and responsive to the community..

Effective, Experienced School Leadership

The ACE Empower Leadership Team brings a depth of experience in support of ACE students and families, with a demonstrated track record of commitment to all students and success in helping students prepare for high school, college, and life success.

Lisamarie Reid, Principal

Ms. Reid has almost twenty years of experience working in urban education. She began her teaching career in 2002 as a New York City Teaching Fellow (NYCTF), leading a classroom and obtaining her Master's Degree in Education. Ms. Reid spent the first ten years teaching at a public school in the Highbridge community of the Bronx, NY, "one of the poorest communities in America" and with a significant population of Latino and African-American families. In 2013, Ms. Reid transitioned to a charter school in Brooklyn, NY working as a teacher and then Dean of Instruction where she led her students in achieving the highest math state scores within the network. In 2017, she moved to San Jose, CA to work as an Assistant Principal at Alpha Cornerstone, increasing NWEA MAP mastery by twenty percent for grades 5-8, while also leading the network with the highest data for SBAC assessments. In 2019, she took the lead as the Principal at ACE Empower. In her first year, students made significant academic gains and overall school culture and parent engagement increased as well.

Daniel Gonzalez-Meza, Assistant Principal

Mr. Gonzalez-Meza began his experience in urban education as a summer school teacher at George Washington Carver Middle School in South Los Angeles, after which he began teaching at KIPP Bayview Academy in the Bayview/Hunter's Point district in San Francisco. In 2018, he moved to East San Jose to work at ACE Empower Academy, where the student demographics are very similar to his previous schools. Since he shares the same background as many of his students (migrant, low-income, Spanish-speaking

families), he has been able to provide resources, guidance, academic, and emotional support to the students and their families - and serves as an important role model for students. Mr. Gonzalez-Meza is now entering his seventh year in education and hopes to continue working in the same communities for years to come.

Reissa Noriega, School Leader Resident

Ms. Noriega experienced first hand what it's like to grow up in urban education, attending an elementary School in which the majority of students came from socio-economically disadvantaged homes. Because of her experience, she wanted to work with students who came from a similar background which brought her to ACE Empower Academy as a Teach for America teaching fellow in 2014. She has created relationships with families and students, rooted in shared personal experiences, and seeks to ensure they feel supported and given the necessary tools to be successful. She is passionate about molding students to have a growth mindset and to show them that they are capable of more than they think. As she states, "ACE Empower is my home because these students need to see that your circumstance doesn't define you and that you can be anything that you aspire to be."

For more information on the ACE Empower team, please see **Element D** and **Appendix 10 - Organizational Team**.

Fiscal and Operational Accountability

ACE Empower, through the implementation of well-designed operational and fiscal protocols and controls, has a strong financial and compliance foundation that provides all necessary support for the academic program and ensures that the school is in good standing with all relevant authorities.

Despite experiencing declining enrollment over the last several years due to the hypergentrification occurring in the East San Jose neighborhoods served by the school, ACE Empower comes into the 2020-21 fiscal year on very firm financial footing:

- **Clean audits** – Over the renewal period, ACE has received clean audits with no management comments or material adjustments to the unaudited financial statements, for all years from 2016-17 up until 2018-19.
- **Strong reserves** – From 2016-17 onwards, ACE Empower has maintained reserves in excess of \$900,000 consistently, with ~\$980,000 in reserves (28% of revenues) expected for 2019-20. Reserves have been very strong and in excess of 20% consistently.
- **Strong cash balance** – ACE Empower has consistently maintained a positive cash balance

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and has not borrowed any operating working capital financing to maintain the positive cash balance. Cash balance at the end of 2019-20 is \$805,000 which is strong despite the institution of cash deferrals in June 2020.

- **Long-term facility with bond financing** – ACE successfully closed \$13.3M in public tax-exempt 35-year Bond financing in November 2016. The proceeds from the Bond allowed for the refinancing of ACE’s prior term financing and allowed for the addition of the Student Union at ACE Empower (a highly functional and well-used meeting and educational space for staff and students and has also served as a venue for Community events). ACE has consistently met all Bond debt service requirements, has met all financial covenants under the Bond agreement and has also met all reporting requirements on a timely and accurate basis.
- **Strong financial compliance** – ACE has consistently delivered financial results over the last 4 years (including 2019-20) that have complied with liquidity and net income and assets covenants under its Line of Credit agreement with Heritage Bank which provides operating capital for the school while waiting for public funding to be disbursed.
- **Strong student retention and attendance rates** – Over the last 3 years student retention (as in students returning for the next year at ACE Empower) has averaged 88% and was at 90% for the 2019-20 school year. In 2019-20 the P2 and PA attendance reports showed a 95.53% attendance rate. This is an improvement over the 2017-18 and 2018-19 attendance rates of 94.03% and 94.52%
- **Compliant, timely reporting** – ACE Empower maintains fully compliance with all local, state and federal requirements for reporting (including Attendance, CALPADs, SARC, LCAP and other mandated reporting) in timely, accurate fashion

Governance and Organizational Leadership

The ACE Board of Directors is composed of talented education and industry leaders who bring a commitment to the ACE community as well as deep expertise to their work on the Board. The board members include grassroots and educational leaders (i.e. *Elizabeth Alvarez*, Director of the Franklin-McKinley Children’s Initiative, Community Leader and ACE Parent *Irene Moran Iboa*, or *Dr. Linda Murray*, former Superintendent, San Jose Unified) as well as experts from such fields as finance, non-profit leadership, and organizational strategy. Since opening ACE Empower’s doors in 2008, the Board has demonstrated its capacity to maintain the fiscal and organizational strength of the school and organization as a whole. Board Members, along with their professional experience and role on the Board are as follows:

- **Eric Gonzales, Board President**
Managing Director at Montage Capital
- **Kevin Kaefer, Treasurer**
Partner at Petrinovich Pugh & Company, LLP
- **Dr. Linda Murray, Secretary**
Strategic Advisor, XQ Institute, former Superintendent, San Jose Unified School District
- **Elizabeth Alvarez, Member**
Managing Director, Catholic Charities of Santa Clara County
- **Jill Case, Member**
Director of Student Assignment and Demographics, San Jose Unified School District
- **Larry Kuechler, Member**
Partner, Armanino LLP
- **Anil Kumar, Member**
Managing Partner, Mindspace LLC
- **Dr. Mary Lairon, Member**
Former Associate Superintendent of Educational Services, Mountain View-Whisman and Redwood City Elementary School District
- **Annette Lorenz, Member**
Former Business Development Manager, Hewlett Packard
- **Irene Moran Iboa, Member**
Field Specialist, Pacific Gas & Electric; ACE Parent
- **Susan Suarez-Madson, Member**
Education Consultant; Former Site Director at Braven, College Track
- **Tania Wilcox, Member**
Program Director, Partner College and Scholar Programs, thedream.us

The ACE Board is complemented by a network-wide management team that has decades of experience in urban education and non-profit leadership. Senior Management Team members include:

Greg Lippman, Founder and Chief Executive Officer

Mr. Lippman joined ACE in 2007 as Executive Director, after a long history of working with public schools in San Jose. Mr. Lippman was the co-founder of Downtown College Prep (DCP) and the Founding Principal of DCP El Primero High School a charter high school in San Jose USD (and 1st ever charter school authorized in Santa Clara County) whose mission is to help low-achieving students become the first in their family to graduate from a four-year college. Mr. Lippman has experience and expertise in many aspects of

creating and sustaining new schools, especially standards-based academic program and school culture design, teacher and administrator development, and community outreach. Before joining DCP, Mr. Lippman spent 8 years in the classroom as an English and ESL teacher in San Jose and East Palo Alto. Mr. Lippman received his BA in English Literature from Princeton University and his Masters in the Arts of Teaching from Stanford University.

Nath Mahalingam, Chief Financial Officer

Mr. Mahalingam has over 20 years of finance experience working for Fortune 100 companies General Electric and Textron, Arthur Andersen and various nonprofits including the KIPP Foundation and joined ACE in 2015. Mr. Mahalingam's varied finance and organizational experience spans the following areas: Strategic Financial Planning and Budgeting, Forecasting and Financial Performance Updates, Grant Reporting, Organizational & Business Strategy, Transaction Structuring and Execution, Process Improvement and Controllorship Enhancement. Mr. Mahalingam has worked in both large corporate and smaller entrepreneurial environments (private and nonprofit) and has led and managed small and large teams on strategic organizational initiatives. Mr. Mahalingam received his MBA from the University of Rochester, and also received his Chartered Accountant (CPA-equivalent) license in India and Bachelors in Accounting & Economics from Sydenham College in Mumbai, India.

Vu Long Trinh, Chief School Officer

Vu Long Trinh has spent the last 15 years working in the highest-need schools, serving some of the most underserved students. After spending his early career at Envision Academy in Oakland working with students with severe emotional or learning needs, Mr. Trinh joined the ACE team as the principal of ACE Empower Academy in 2015. Though it was difficult for him to leave Oakland and Envision Academy, he was excited to return home to San Jose, where he grew up, attending San Jose public schools, and where his two children were born and currently live. In 2017, Mr. Trinh was promoted to ACE's Director of Schools and was recently promoted to Chief Schools Officer while continuing to oversee ACE's academic program. Mr. Trinh has a BA in Ethnic Studies from the University of California, Berkeley and an Education Specialist credential from San Francisco State University. Mr. Trinh received his Master's Degree in Educational Leadership and school leadership administrative credential from CSU East Bay and his MBA from CSU Monterey Bay. In all his years in education, having the ability to continue to provide and push the ideas of agency and self determination to the most needy

students continues to be his motivation in working with and developing students.

For more information on the ACE central office team, please see **Element D** and **Appendix 9 - Organizational Team**.

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ELEMENT A – EDUCATIONAL PROGRAM

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

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

MISSION

ACE Charter Schools and ACE Empower Academy help historically underserved students in traditionally low-income communities transform their academic trajectory toward college success. The ACE mission, which is the same as ACE Empower’s mission, is: **“to ensure students who are struggling gain the skills and will to succeed in college and beyond.”**

ACE Empower is a 5th-8th grade middle school with the capacity to enroll approximately 200-400 students, which seeks to serve students who are traditionally under-represented in college. The common goal for all students is that they will develop the skills, knowledge, and work ethic to thrive in a rigorous college-prep high school curriculum and then choose to attend college.

2020-25 STRATEGIC PLAN

ACE Charter Schools and ACE Empower are committed to a cycle of continuous improvement in support of its mission. After an 18-month process – which involved hundreds of hours of stakeholder interviews, focus groups, and meetings that brought together staff, families, and board members – the ACE Charter Schools Board of Directors formally adopted its ACE Strategic Plan 2020-25 in June 2020. This Strategic Plan provides a roadmap for ACE Empower (as well as the ACE network staff who support ACE Empower) to meet the school’s mission and continue to

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increase its level of service to students and families in the next five years and charter term.¹³

Despite the fact that work on this Strategic Plan began before the pandemic upended our society and public education system, ACE as a whole and ACE Empower specifically remain committed to the vision, mission, and values of the plan. The following is an overview of the key elements of the Strategic Plan, which includes the Mission Statement above and builds on the learning of 12 years serving East San Jose families. It sets a clear path forward to engage in a process of continuous improvement in keeping our commitments to the community ACE Empower serves.

Vision

Students excel in an equitable educational system that equips them to make transformative choices for their families and our communities.

ACE's vision for student success is that graduates are equipped "to make transformative choices for their families and our communities." The pandemic has only heightened the critical importance of this vision, and of ACE Empower's work in supporting students to become independent learners who can act in ways that both benefit themselves and their families and shape a more just society.

Motto

Grow. Everyone. Every Day.

At ACE, students' success is measured by their growth. The expectation of growth is not limited to just the students – the entire school community is expected to strive to continue to challenge one's self. The ACE motto of *Grow. Everyone. Every Day.* exemplifies this belief and commitment. At any given point within the school year, students should know if they are on-track to achieve growth academically, socially, and emotionally. In order to do so, students must be supported in developing a knowledge of self that specifically includes evaluating their strengths and areas of challenge. It is this knowledge that enables students to work with staff to make an informed plan for their growth across these dimensions. As students realize these goals, they develop agency and ultimately the confidence to be successful in high school, and, if they choose, college as well.

Core Values

The ACE Empower community holds four core values that provide the guiding principles and lead staff in their work in and out of the classroom.

¹³ Please see **Element A** for how the Strategic Plan informs the educational program at ACE Empower and **Element B** for how the Strategic Plan informs the school's Measurable Pupil Outcomes.

Grow. Everyone. Every Day.

- **We believe every student has the boundless capacity to thrive**
All students, regardless of circumstances, have the potential to excel in school and life. In order to help students reach their potential, we collectively maintain rigorous standards for students and staff inside and outside the classroom.
- **We take responsibility for student success**
Every staff member at ACE focuses on empowering our students to navigate their internal and external challenges by providing effective, sustainable academic and personal development and learning opportunities.
- **We celebrate growth**
We Grow Everyone Every Day by fostering a culture of optimism where our whole community takes pride in student and staff progress. We look for growth and transformation and students' development into young people who demonstrate self-efficacy and college-ready confidence.
- **We believe strong relationships lead to student success**
We believe relationships are the fundamental lever of generational change; staff, families, and our communities are the agents of that change. ACE is committed to an interconnected school community based on genuine respect and compassion where relationships are integral to the success of all.

The work at ACE Empower to meet its mission is guided by these values: a belief in student potential, a commitment to taking responsibility for student success, celebration of personal and academic growth, and an understanding that staff relationships with students and community are a vital part of any lasting, positive change.

Key Priorities

Based on feedback from all stakeholders, ACE Empower (and the entire ACE organization) has set three priorities for the work of the next five years. These priorities are:

- **Priority 1: Effective School Model for Target Student**
Provide a learning environment that equitably supports and prepares all students, especially those facing significant academic and personal challenges, for college and life success
- **Priority 2: Strong Systems to Support Organizational Impact**
Provide staff with the information, support and resources necessary for them to ensure

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students meet academic and personal goals

- **Priority 3: Sustainable, Effective Organizational Model to Maximize Success of Target Students**

ACE will secure necessary resources and networks for organizational viability and to continue to grow the number of target students whose school meets their specific needs

In each of these areas, ACE and ACE Empower have leveraged a data-driven practice to conduct a root cause analysis. Practices that are working and should be further leveraged have been identified, as well as practices that are not realizing the intended results and need to be modified or replaced in order to promote continuous improvement.

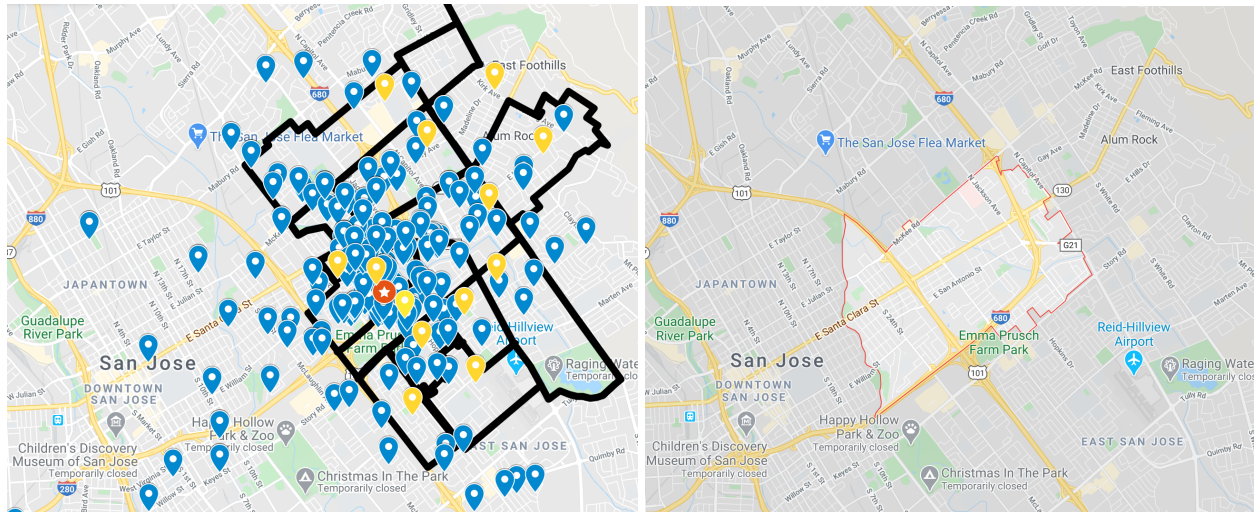
TARGETED SCHOOL POPULATION

ACE Empower is a small college-prep 5th – 8th grade middle school serving all students who wish to attend, subject only to capacity. The school actively recruits and focuses its educational programming on ensuring that all students – and especially students who have been traditionally underserved in elementary school and for whom attendance at four-year colleges or universities is the exception instead of the norm – are on track for high school and college success when they leave ACE. As such, it operates as part of the ACE network 5th – 12th grade pipeline, with many graduates continuing on to ACE High School for 9th – 12th grades.

The ACE network focuses on serving students who live in the under-resourced neighborhoods of Santa Clara County, where significant sub-groups of students at local traditional middle school are not reaching grade-level proficiency on state tests in English-Language Arts, Math, and other subjects. ACE Empower, unlike many other charters, draws the vast majority of its students from its local neighborhood, the Mayfair neighborhood, in the 95116 zip code.

Figure A.1 Provides a “Heat Map” of student residences, as well as the boundary lines for the elementary feeder schools within Alum Rock Union Elementary School District (ARUSD) on the left and then the boundary for the 95116 zip code on the right. A full size version of these maps is provided in **Appendix 9 – Student Recruitment, Admissions, and Enrollment**.

Figure A.1 ACE Empower Student Enrollment¹⁴



While it has a long history of activism (for example, Cesar Chavez began his organizing work at a church there), the Mayfair neighborhood suffers from systemic marginalization and decades of being underserved. These patterns are reflected in the following data, gathered in a 2009 study of the neighborhood:

- **Population Density** – There are over twice as many people per square mile in Mayfair than found in San Jose as a whole.
- **Income Level** – 90% of students in Mayfair qualify for Free or Reduced Lunch and 18% of families live below the poverty level.
- **Educational Attainment** – 80% of the parents have not completed high school – of the remainder, high school was the highest level of educational attainment for another 15%. Of current students, the neighborhood holds one of the lowest college graduation rates in the city and state at just 4%.
- **English Fluency** – Over a third of Mayfair residents are not fluent in English (35.5%), compared to just 12.9% in San Jose as a whole.

In addition, this neighborhood has been disproportionately affected by the COVID-19 pandemic. More than a third of the first 100 deaths in San Jose lived in just four ZIP codes in East San Jose,

¹⁴ As is illustrated on the “heat map,” the school that “students would otherwise attend” is Lee Mathson Middle School (Mathson), which is part of ARUSD. Mathson is also the closest middle school in terms of physical proximity to ACE Empower. As such, it will be used as the primary comparison along with averages from ARUSD as well as Santa Clara County where applicable and available.

with the Mayfair zip code of 95116 having the greatest number of deaths.¹⁵

Age, Grade, And Student Enrollment

As stated in the Mission section above, ACE Empower is a 5th – 8th grade middle school with the capacity to enroll approximately 200-400 students. As has been seen across San Jose, students and families are increasingly being pushed out of the region due to rising cost of living and gentrification. The COVID-19 pandemic has added increased strain on families. This has resulted in a decrease in enrollment over the last charter term, to which ACE has adapted and developed a sustainable budget. In the next charter term, it is the intention of ACE Empower to serve between 200 and 250 students each year. However, should more students and families than anticipated seek enrollment at ACE Empower, the school retains the ability to enroll up to 400 students. The 2016-2021 charter petition was approved for a student population of 450 – 600 students; this charter petition suggests a reduction to 200 – 400 students, which mirrors the local enrollment environment and is financially and operationally achievable and sustainable for ACE.

The enrollment plan for the next charter term in particular, including baseline enrollment numbers from the current year, is outlined in **Figure A.2**, which will be followed as state and federal funding and parent community needs allow. Policies and procedures to ensure all students who wish to enroll are able to do so, limited only by capacity, are detailed in **Element H**.

Figure A.2 Enrollment Plan

Grade	School Year					
	2019-20 ¹⁶	2021-22	2022-23	2023-24	2024-25	2025-26
5th	28	30	30	30	30	30
6th	62	55	60	60	60	60
7th	71	70	70	75	75	75
8th	83	65	65	65	65	70
Total	244	220	225	230	230	235
Growth	Baseline	-24	5	5	5	5

¹⁵ Source: <https://www.mercurynews.com/2020/05/10/coronavirus-deaths-east-san-jose-poor/>

¹⁶ 2019-20 is used as the baseline, given it is the most recent verified enrollment numbers at the time of submission.

Demographics

ACE Empower shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its student population in terms of race, ethnicity, English learner status, and special education status that is reflective of the general population residing within the neighborhood served, under the territorial jurisdiction of ARUSD. However, because of the school’s specific target student and its location, the school’s racial, ethnic, EL, and special education student balance will naturally vary from ARUSD and even the County as a whole. Specifically, and as discussed above, unlike many other charter schools ACE Empower draws its students predominantly from the local neighborhood of Mayfair and the 95116 zip code.

Reflective of their neighborhood, ACE Empower students come from demographic subgroups that are significantly underrepresented in college. And due to demand for the program it offers, ACE Empower serves these students at a higher rate than found in the closest neighborhood school, Mathson Middle School, and across both the local district, ARUSD, and the County, as seen in **Figure A.3**. While there is an “over representation” of low-income Latino students, English Learners, and students with special needs there is also a clear reason – those students and families are applying to ACE Empower because they want something different for their students. ACE sees it as an asset – not a liability – that the most marginalized students and families in our community are seeking enrollment at ACE Empower.

Figure A.3 Student Demographics

2018-19 Student Demographics				
	ACE Empower	Mathson	ARUSD	County
Low-income	92%	93%	82%	36%
Latino	98%	75%	79%	39%
English Learner (EL)	63%	38%	40%	22%
Ever EL	91%	77%	72%	53%
SPED	20%	16%	12%	12%

Source: www.ed-data.org

With this said, ACE Empower is committed to working on diversification and representation in alignment with County recommendations over the next charter term. This includes:

- **Ethnic Diversity** - Increased ethnic diversity, to better reflect the diversity found at the closest District middle school. This specifically includes outreach to Asian and Filipino students and families, which represent 10% and 5% of the neighborhood school respectively. As part of this effort, all recruitment materials are now translated into

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Vietnamese and interpretation is provided during recruitment events. Community centers and gathering places for Asian and Vietnamese students and families are now identified within the annual outreach plan.

- **English Learners** - Families who have been marginalized due to their English language proficiency are attracted to ACE Empower, which provides the systems and structures to fully involve these families. As a result, the school expects to continue to receive a high volume of applications from this subgroup. With this said, ACE Empower has developed and implemented robust Integrated and Designated ELD programs over the past several years. It is ACE Empower’s goal that while the “Ever EL” percentage may remain high, that the EL percentage is able to decrease as students are reclassified.
- **Special Education** - ACE Empower serves a slightly higher percentage of students with special needs than the closest District school and about the same percent of students who are classified as “Moderate-Severe” as the District. In the next charter term, ACE Empower will hold a focus on searching and serving students who are on the Autism Spectrum as these students do not automatically qualify as “Moderate-Severe” but are served at a lower rate than the District.

Additional details on work to attain Student Population Balance are detailed in **Element G**.

ATTENDANCE REQUIREMENTS

ACE Empower will expect and instill the value of daily attendance in its students – as a regular practice and in particular during the uncertain times of the pandemic within which this renewal charter is being submitted.

ACE Empower shall maintain accurate and contemporaneous written records using a student information system that documents all pupil attendance and will make these records available for audit and inspection. Furthermore, it will annually develop an attendance-reporting calendar to provide the chartering authority with attendance reports as required in the MOU.

Furthermore, ACE Empower shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5 (except when otherwise required by law), and the number of school days required by California Code of Regulations, title 5, section 11960. This requires, at a minimum, 54,000 minutes for students in 5th through 8th Grade and a minimum of 175 school days.

School Day and Year

The ACE Empower school year typically begins in mid-August and ends in the first few weeks of June. The daily schedule typically runs 8:00 am to 2:50 pm Monday, Tuesday, Wednesday, and

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Friday, and 8:00 am to 1:40 pm on Thursday, when students are released early to provide time for teacher professional development. In addition, Office Hours are provided 3:00 pm to 4:00 pm Monday, Tuesday, Wednesday, and Friday to provide additional tutoring for students.

The school's calendar and daily schedule may change annually, but will be subject to Board approval to ensure the school is in compliance with required minutes and days. Such changes shall not be considered a material revision of the charter. The school calendar, bell schedule, and calculation of instructional minutes will be submitted to the chartering authority by July 1 of each year for the following school year. If summer school, extended day, or intersession programs are offered then calendars and bell schedules for these programs will be submitted as well.

In addition, the current pandemic or a future health emergency or natural disaster may require further changes based on the requirements of state and local education and health agencies.¹⁷ Any changes will be made in full alignment with those requirements and submitted to the required agencies as legally required, as well as to the ACE Board of Directors.

Please see **Appendix 1 – School Day and Year** for the ACE Empower School Calendar and Daily Schedule during Remote Learning.

Mode of Delivery

ACE Empower offers a classroom-based learning environment as its regular mode of delivery. If circumstances require (e.g. health needs), Independent Study is offered on a limited, short-term basis to existing students.

ACE Empower has developed, implemented, and continues to refine its Remote Learning Plan to provide flexibility to this classroom-based model during the current pandemic or a future health emergency or natural disaster. The Learning Continuity and Attendance Plan has been developed in alignment with this plan and in conjunction with students, families, and staff.

Please see **Appendix 1 – School Day and Year** for the ACE Remote Learning Plan and the Learning Continuity and Attendance Plan.

AN EDUCATED PERSON IN THE 21ST CENTURY

ACE Empower works to prepare its graduates for life-long success, enabling pupils to become self-motivated, competent, lifelong learners, with the knowledge, work habits, and attitudes that help them thrive in middle school, high school, higher education, and beyond. To be an educated person in the 21st Century, it is important to have a college degree; the school's goal is to prepare

¹⁷ The 2020-21 school day during Distance Learning is from 8:00 am to 2:30 pm, Monday, Tuesday, Wednesday, Friday.

students and inform their families about the necessary steps to achieve this goal. Most, if not all, of students will be the first from their family to attend college and ultimately receive a degree. In order to go on to succeed in college and in their chosen profession, students need to possess certain general academic skills and qualities important for an educated person. In short, students will need to become:

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

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

EDUCATIONAL PHILOSOPHY

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

- The achievement gap for traditionally underserved and marginalized students – mostly children of color who are experiencing poverty – can be bridged if schools and communities focus their attention on a few key tasks
- A rigorous, college preparatory curriculum has long-lasting benefits for every student.

These key tasks are neatly summarized in a project called “Dispelling the Myth,” a program initiated by The Education Trust, a national education advocacy organization dedicated to eliminating the achievement gap. This project focuses on the work of schools that are “making significant strides in narrowing gaps in academic achievement among students, posting achievement that significantly exceeds state averages, or improving student performance at a

rapid pace.” The organization has identified several common strategies (the key tasks) among the most successful “gap-closing” schools, all of which form a central part of ACE Empower’s design:

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

In addition to these four pillars of school design, ACE Empower’s philosophy adds three key elements which are aimed directly at best serving underachieving students:

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

The entire program is built around these seven elements. The philosophy of ACE Empower 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 success.

HOW LEARNING BEST OCCURS

As described above, ACE and ACE Empower have developed a five-year strategic plan that codifies its mission, vision, and core values, along with defining the three key priorities for ACE and ACE Empower’s work for the next five years.

Of these three priorities, two are explicitly designed to ensure that ACE and ACE Empower efforts are directed in such a way to support the ongoing development and continuous improvement of a school and organizational model that best ensures student success and learning. These Priorities are: *Priority 1: Effective School Model for Target Student*, and *Priority 2: Strong Systems to Support Organizational Impact*. Priority 1 (the development of an effective school model for the ACE Empower target student) is focused on the learning environment for students, while Priority 2 (strong organizational systems) emphasizes the work to build a strong learning environment for adults.

Priority 1: Curriculum, Instruction &, School Culture--ACE Empower's "Effective School Model"

This strategic priority directs ACE and ACE Empower's efforts at providing that equitably supports and prepares all students, especially those facing significant academic and personal challenges, for college and life success. ACE stakeholders defined three goals for its school model that, if met, will create the conditions within which learning best occurs for its students:

1. **Voice and Choice** – Students learn and are given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future
2. **Academic and Personal Growth** – Students make sufficient growth both in terms of their academic skills and knowledge as well as their personal capacity to be successful in school and life.
3. **College Readiness** – Students gain the academic knowledge and skills necessary to succeed in college and beyond.¹⁸

For ACE Empower's target student, learning best occurs when they become strong self-advocates and develop the ability to demonstrate **Voice and Choice**. They build personal agency and begin to see school success as something within their control that can serve as a springboard to their and their families' goals and aspirations. As is reflected in ACE Empower's motto, *Grow, Everyone, Every Day*, ensuring that students experience **Academic and Personal Growth** is a fundamental element of how learning best occurs. Students develop the capacity to take risks and reach for ambitious goals. They know that they will be celebrated for their progress and their personal habits of mind and work as well as their attitude, all of which are crucial to college and life success. Ultimately, learning best occurs when all students are treated as capable learners who, by the end of their time at ACE Empower, will have the capacity to go on to high school and work toward **College Readiness**. All of ACE Empower's core instructional practices, aligned curriculum, and supportive school culture are designed to ensure that all students can grow and thrive.

Priority 2: "Strong Systems" to Support Effective Staff, Professional Development

This strategic priority makes sure that ACE Empower provides staff with the information, support and resources necessary for them to ensure students meet academic and personal goals. This work is based on a data-driven practice, ensuring that staff have both the qualitative and quantitative data to continuously improve their effectiveness in service of advancing achievement for students. Continuously improving adult practice is central in providing the

¹⁸ The ACE Strategic Plan is for the entire ACE network, including its high school, where college readiness is a key goal. For ACE Empower specifically, this goal is focused on preparing students for challenging high school work and requirements.

learning environment within which students learn best.

These systems ensure staff are supported in both their alignment to and ability to provide effective curriculum and instruction. There are three goals in Priority 2 which pertain to all school systems, and which are specifically relevant to ACE Empower's Professional Development program in the following ways:

1. **Effective Communication** – Transparency around organization-wide and individual goals and expectations ensures staff have the information necessary to make mission- and data-driven decisions to support student achievement. For example, teachers are provided effective resources to address every standard, cluster and domain in deep ways that build students' fluency, understanding, and ability to apply their knowledge and skills to real-world situations and problems. Teachers then plan purposefully based on their strong understanding of the standards, the curriculum they are using, best practices in instructional strategies, and possible student misconceptions.
2. **Protocols to Support Continuous Improvement** – The most important school-based and operational practices and protocols are clearly defined, communicated and their impact regularly measured. For example, teachers are constantly assessing student understanding through the use of whole-class checks for understanding, ongoing formative assessments, and interims. They then meet in teams to review data and plan forward for future instruction.
3. **High-Impact, Mission-Driven Staff** – Staff receive clear direction and sufficient support to both implement best practices with fidelity and respond to data to address identified strengths and growth areas. For example, all teachers meet in weekly data meetings to analyze student work and assessments, then plan instruction forward to address needs. To support this data-driven instruction, as well as implementation of high-leverage instructional practices, all teachers have an instructional coach that observes and provides feedback on a weekly basis.

How ACE and ACE Empower specifically create these conditions for student and adult learning is detailed further below in **Element A**.

CURRICULUM AND INSTRUCTION

Introduction

ACE Empower's academic program is built to align with the mission, vision, core values, educational philosophy, and strategic priorities on how learning best occurs as detailed above.

This program is a fully inclusive curriculum that puts all students on track to academic success.

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The school's curricular framework is developed for 5th – 8th grade with the explicit goal of helping all students reach grade-level proficiency by the end of 8th grade. The school model pulls together curricular and instructional practices proven most effective with students who are predominantly low-income, English Learners and/or students of color who are likely to be the first in their family to attend college or university. All teaching and learning is directed toward student mastery of the CCSS, NGSS, CSS, and ELD Standards as well as key college-prep skills, learning strategies and work habits crucial for long-term academic and personal success.

Core Instructional Practices

ACE Empower has identified four core instructional practices as central in its school model for serving its target student.

1. **Ensuring Alignment to Standards** – Curriculum and instruction is aligned to the CCSS and NGSS. To do this, teachers and leaders ensure the curriculum focuses on the major work of the grade, creates coherence across grade levels, and addresses appropriate skills and knowledge of the grade level standards through procedural fluency, conceptual understanding, and application in real-world situations. All teachers purposefully plan back from the CCSS and NGSS, coupled with interim assessment data, to ensure their unit, weekly, and daily plans are aligned. All teachers have the ability to break down the standards, to adapt curriculum to meet the needs of their students, and to deliver lessons in a way that ensures all students are reaching CCSS- and NGSS-aligned, grade-level rigor.
2. **Supporting Students in Carrying the “Cognitive” Load** – One of our most important goals as teachers is to ensure that students do as much of the cognitive work as possible – the writing, thinking, analyzing, and communicating. ACE is constantly working to increase the rigor of a classroom by ensuring that students hold the cognitive load. In every class, teachers ensure that structures are in place for students to take on the thinking, such as encouraging students to track the speaker, facilitating whole class engagement through habits of discussion such as agreeing/disagreeing through thumbs-up and thumbs-down, using cognitive questioning to deepen student thinking, and providing sentence starters that promote robust conversation between peers using academic language. Additionally, teachers provide opportunities for students to construct their own understanding, and students respond through structured routines such as noticing and wondering, turn and talks, whole-class discussion, and extended problem solving blocks.
3. **Leveraging Data to Drive Instruction** – ACE supports all teachers in using data to drive their instruction and achieve results. ACE utilizes daily exit tickets, Weekly Data Meetings

(WDMs), and informal and formal curriculum-embedded assessments. In addition, the SBAC Interim Comprehensive Assessments and an internally developed NGSS-aligned interim assessment are given to measure student progress toward and achievement of state standards. ACE teachers meet weekly to analyze data and create action plans to address student misunderstandings in WDMs. All ACE students participate in quarterly formative assessments (SBAC Interim Assessments), followed by a data analysis day. At data analysis days, ACE teachers deconstruct the results of the students down to the exact standards and create action plans to address whole group misunderstanding, gaps of content standards, and individualized targeted plans for specific students displaying foundation gaps. Teachers plan with misconceptions in mind, and are checking for understanding multiple times in a class through the use of white boards, hand signals, questioning, and other strategies. A complete description on how ACE supports teachers in their data-driven instructional practice is detailed in the Professional Development section later in Element A.

4. **Providing Differentiated Supports and Scaffolds** – In order to meet the needs of the target student, ACE integrates differentiated instruction and curriculum into all classes. Through the robust data practice, teachers are able to meet weekly to identify whole class, small group, and individual strengths and needs. This data is then used to provide differentiated instruction and curriculum, through multiple modalities including but not limited to:
 - Whole-Group Instruction – Teachers build in differentiated supports for students into whole class instruction, by providing tiered assignments that enable students to address standards and content at various levels of complexity and with supports aligned to their English language development level. Different strategies and levels of application are emphasized at different times with different students to ensure that each student is being challenged and working in their zone of proximal development. Teachers work to present concepts through multiple modalities – visual, kinesthetic and auditory. Visual instruction may include animations, Pictorial Input Charts, simulations, and demonstrations. Kinesthetic activities may include laboratory experiments, modelling with movement, creating models with recycled materials, and the engineering design process. Auditory differentiation may include peer to peer discussions, class discussions and oral presentations. In addition, ACE has adopted common curriculum to support differentiation, including Standards Plus and Ready Common Core (detailed further in the ELA and Math sections below).
 - Small-Group Instruction – Teachers provide small group instruction, with students

flexibly grouped based on weekly data analysis. This enables the teacher to provide instruction that is tailored to a variety of abilities, strengths, and needs. At other times, students are grouped in mixed ability groups.

- Individual Conferencing – Teachers move around the room and conference with students, with the focus of the interaction varying based on student need and ability.
- Online Supports – Students leverage online programs to receive additional targeted instructional support at their individual levels. This currently includes Edgenuity, NewsELA, Common Lit, Khan Academy, and IXL (detailed further in the ELA and Math sections below). Through programs such as these, students are able to work at their level, whether that is below, at our above grade level. The level at which students work changes as their proficiency level changes. The goal is that by the 7th and 8th grades, most students are working at or above grade-level.

Teachers build their institutional knowledge around these and other high-leverage strategies through a carefully constructed professional development sequence, then receive weekly coaching to support implementation. Please see **Appendix 6 – Professional Development** for a Sample Professional Development Scope and Sequence.

Curriculum Overview

Students at ACE Empower are enrolled in the following courses:

- Humanities (English-Language Arts/Social Studies)
- Math
- Science
- College Seminar
- Designated ELD

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

- Physical Education
- Art
- After-School Programming (Tutoring, Sports, Clubs)

Courses are based on the California state frameworks and standards for each content area and each grade-level, as applicable, using grade-appropriate instructional materials. Courses are heterogeneously grouped, with students of all abilities and language levels participating.

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Differentiation and Integrated English Language Development support is incorporated into each course to ensure that each student receives both the challenge and assistance they need to be successful. Flexible groupings are leveraged within the classroom, as detailed above, to provide students with targeted work at their level.

A description of each core curriculum area follows, with current instructional materials and approaches described for each. These materials and approaches may be adjusted over time to meet the emerging needs of students and to leverage new products in this rapidly developing field. Such adjustments and adoptions shall not constitute a material revision of the charter.

Humanities (English-Language Arts/Social Studies)

The Humanities provides grade-level, standards-based instruction aligned to the CCSS in ELA and the content specific CCSS in ELA for History-Social Studies. Humanities currently utilizes EngageNY as its base curriculum, with Ready Common Core and Standards Plus used to support differentiation. Together, these curriculums support both prioritization and mastery of the CCSS.

Core Curriculum – EngageNY

The EngageNY curriculum supports each of the core shifts in the CCSS:

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

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

Scope and Sequence

Grade level module topics are as follows below. Within each grade level, teachers have two

choices for the 2nd and 3rd module each year, as seen in **Figure A.4** below.

Figure A.4 Engage NY Humanities Scope & Sequence

Humanities Scope & Sequence				
	5th Grade	6th Grade	7th Grade	8th Grade
Module 1	Stories of Human Rights	Myths: Not Just Long Ago	Journeys and Survival	Finding Home: Refugees
Module 2	Biodiversity in Rainforests of the Western Hemisphere - or - Inventions that Changed Peoples' Lives	Rules to Live By Module - or - Voices of Adversity	Working Conditions Module - or - Identity and Transformation: Then and Now	Taking a Stand Module - or - A Midsummer Night's Dream and the Comedy of Control
Module 3	Sports and Athletes' Impact on Culture Module - or - Balancing Competing Needs in Canada	The Land of the Golden Mountain Module - or - Sustaining the Oceans	Slavery: The People Could Fly - or - Screen Time and the Developing Brain	Japanese-American Relations in WWII Module - or - The Civil Rights Movement and the Little Rock Nine
Module 4	Natural Disasters in the Western Hemisphere	Insecticides: Costs vs. Benefits	Water Is Life	Sustainability of World's Food Supply

A complete Scope and Sequence for EngageNY for 6th - 8th grades is provided in **Appendix 2 – Curriculum and Instruction**, to provide further detail.¹⁹

Supplementary Curriculum

While EngageNY currently serves as the core curricular resource for the Humanities block, teachers are able to adapt as needed as well as supplement with Ready Common Core and Standards Plus materials.

- **Ready Common Core** – Supports access to grade-level informational and literary texts, by providing students with scaffolded prompts and routines that support close reading of text. Instruction utilizes the Read, Think, Talk, Write model to support the balance of

¹⁹ The EngageNY 5th Grade Scope and Sequence is available at <https://www.engageny.org/resource/grade-5-english-language-arts>

teacher-led discussion and small group instruction found in the ACE core instructional practices. This model both actively engages students in their learning and supports them in taking on the cognitive load. Texts are sourced from a variety of authentic and relevant settings, including news articles, blogs, poetry, and literature.

- **Standards Plus** – Provides additional support, through lessons designed to provide short, focused direct instruction to students on specific standards. A key component of Standards Plus is the integration of language objectives within each lesson, through the development of core academic vocabulary.

As California approves additional resources aligned to the CCSS, ACE will continue to examine and select additional resources for adoption to best meet the needs of its students.

Content Strands

- **Reading** – Students are exposed to a wide array of literature at grade level, as well as literature that varies by complexity including grade level and textual attributes. To ensure all students have daily exposure to grade level reading content, teachers provide direct instruction in reading comprehension strategies using a common grade-level text for all students. The teacher explains the strategy and demonstrates its use. Students then engage in small group and/or independent guided practice in the strategy demonstrated by the teacher. Core Instructional Practices, as described above, are implemented.

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

- **Writing** – Humanities includes a heavy focus on Writing, with students engaging with complex texts, conducting written literary analysis, and citing textual evidence. Instruction in diverse genres of writing is integrated into the modules of instruction, including informative/explanatory, opinion, and narrative writing. Students apply and practice writing techniques and strategies, with teachers supporting learning and application through writing conferences and small group instruction. Standards addressed include those from the Writing Strategies, Writing Applications, and Written and Oral Language Conventions sections of the CCSS. Many of the writing applications and assignments are related topically or thematically to the CCSS for History-Social Science standards.
- **Language Development** – Humanities instruction holds a specific focus on embedded language development, in alignment with the CCSS in ELA. This includes conventions in

terms of form and function for use when writing, speaking, reading, or listening, as well as vocabulary acquisition and use. In alignment with the ELDS, language objectives are established not only in Humanities but in every subject area to support current and reclassified ELs in their language acquisition and development.

- **History-Social Studies** – Humanities instruction is aligned to the CCSS in ELA for History-Social Studies standards, with EngageNY units of study embedding these standards within the curriculum. Students engage in historical content and skills through activities such as working with multimedia primary sources, non-fiction texts, slide lectures, and experiential activities.

Finally, ACE works to ensure literacy is taught across all classrooms and content areas - not just the Humanities class. An example of how ACE supports its teachers in developing language-rich classrooms is provided in **Appendix 2 – Curriculum and Instruction**

Mathematics

The ACE Mathematics program provides grade-level, standards-based instruction aligned to the CCSS in Mathematics, which build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career and life. Mathematics currently utilizes EngageNY as its base curriculum, with Ready Common Core and Standards Plus used to support differentiation. Together, these curriculums support both prioritization and mastery of the CCSS.

Core Curriculum – EngageNY

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

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

The selection of EngageNY was born of the need to ensure that students receive a high quality educational experience in every classroom and requests from teachers for high quality resources and materials.

EdReports released a study in Spring 2015 of an analysis that was completed by educators of 20 of the most-used curriculums in the country.²⁰ Out of these 20 curricula, only 3 met the criteria

²⁰ Source: <https://www.edweek.org/ew/articles/2014/08/15/01curriculum.h34.html>

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

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

Scope and Sequence

The design of EngageNY supports the 3 shifts of the CCSS: Focus, Coherence, and Rigor. The EngageNY curriculum contains a sequence of six modules at each grade level, carefully prioritizing and sequencing the standards with a deliberate emphasis on mastery of major cluster standards outlined in the CCSS. The sequencing of the modules and their progression enables students to transfer their mathematical knowledge and understanding to new, increasingly challenging concepts.

Within the EngageNY curriculum, Grade 5 is positioned at the end of the K-5 curriculum sequence, A Story of Units, and Grades 6 – 8 are part of a sequence called, A Story of Ratios. As stated on the Eureka website,

“Teaching mathematics as a story, Eureka Math builds students’ knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those of us who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world.”

In Grades 6 - 8, each grade level holds a discrete area of focus:

- **6th Grade** – The key areas of focus for sixth grade mathematics are ratios and proportional reasoning and early expressions and equations, which includes (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and

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- equations; and (4) developing understanding of statistical thinking.
- **7th Grade** – The key area of focus for seventh grade mathematics are ratios and proportional reasoning and arithmetic of rational numbers, which includes (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
 - **8th Grade** – The key area of focus for eighth grade mathematics is linear algebra, including (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Grade level module topics are provided in **Figure A.5**.

Figure A.5 Engage NY Mathematics Scope & Sequence

Mathematics Scope & Sequence				
	5th Grade	6th Grade	7th Grade	8th Grade
Module 1	Place Value and Decimal Fractions	Ratios and Unit Rates	Ratios and Proportional Relationships	Integer Exponents and Scientific Notation
Module 2	Multi-Digit Whole Number and Decimal Fraction Operations	Arithmetic Operations Including Dividing by a Fraction	Rational Numbers	The Concept of Congruence
Module 3	Addition and Subtraction of Fractions	Rational Numbers	Expressions and Equations	Similarity
Module 4	Multiplication and Division of Fractions and Decimal Fractions	Expressions and Equations	Percent and Proportional Relationships	Linear Equations
Module 5	Addition and Multiplication with	Area, Surface Area, and Volume	Statistics and Probability	Examples of Functions from

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	Volume and Area	Problems		Geometry
Module 6	Problem Solving with the Coordinate Plane	Statistics	Geometry	Linear Functions
Module 7	n/a	n/a	n/a	Introduction to Irrational Numbers Using Geometry

All students participate in this grade-level based mathematics progression. In doing so, ACE Empower shall comply with all applicable requirements of the California Mathematics Placement Act of 2015. A complete Scope and Sequence for EngageNY for 6th - 8th grades is provided in **Appendix 2 – Curriculum and Instruction**, to provide further detail.²¹

Supplementary Curriculum

While EngageNY currently serves as the core curricular resource for the Mathematics, teachers are able to adapt as needed as well as supplement with materials from Ready Common Core, Standards Plus, Khan Academy, IXL, and Edgenuity.

- **Ready Common Core** – Provides direct instruction for students to develop mathematical reasoning, engage in discourse, and build strong mathematical habits. These in turn help to develop a deeper conceptual understanding of mathematics and make connections within and across grade levels. The program provides language scaffolds and routines to support Integrated ELD.
- **Standards Plus** – Standards Plus provides additional support, through lessons designed to provide short, focused direct instruction to students on specific standards. A key component of Standards Plus is the integration of language objectives within each lesson, through the development of core academic vocabulary.
- **Khan Academy, IXL, and Edgenuity** – Students leverage these online programs to receive additional support at their individual instructional levels. Some students will be working with standards below grade-level, some will be at grade-level, and others will be above grade-level. The level at which students work changes as their proficiency level changes. The goal is that by the 7th and 8th grades, most students are working at or above grade-level.

²¹ The EngageNY 5th Grade Scope and Sequence is available at <https://www.engageny.org/resource/grade-5-mathematics>

As California approves additional resources aligned to the CCSS, ACE will continue to examine and select additional resources for adoption to best meet the needs of its students.

Science

The ACE Science program provides grade-level, research-based instruction in physical science, earth/space science, life science and engineering based on the NGSS. The goal of the program, in conjunction with mathematics as detailed above, is to ensure that students:

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

The Science Program provides a three dimensional approach to learning the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts necessary to meet these objectives. Through the three dimensional approach to learning, the curriculum reflects the following shifts:

- Builds on the practice of “real science”
- Emphasizes the Student Performance Expectations
- Builds upon concepts coherently, deepening year upon year
- Focuses on deeper understanding and application
- Integrates the Nature of Science
- Prepares students for College, Career and Citizenship
- Aligns with the NGSS, California Science Test (CAST), CCSS in ELA for Science, and the CCSS in Math

Consistent with ACE instructional practices, the science curriculum actively engages students in hands-on learning and student directed experiments using the scientific method and design engineering process to explore solutions for real life scientific issues facing students today. Instruction is designed to place the cognitive load on students, while employing scaffolding techniques and differentiation that supports all students in achieving the skills and knowledge of the discipline. The CCSS in ELA for Science is integrated, with students reading and analyzing nonfiction text with an emphasis on current global and local scientific issues. Students actively engage in scientific discourse both orally and in writing, as well as detail their research through research papers and laboratory write ups.

In order to prepare for college and careers in STEM, technology is also a large component of the

science curriculum. Students use computer programs such as Google and Microsoft Office to analyze data through spreadsheets, create graphs and data tables, develop presentations, and write reports and research papers. They also practice proficiency with computers by researching scientifically accurate websites, and finding the source of scientific articles to determine credibility. These computer skills are necessary for high school, college, and careers in STEM.

Assessments given to the students are both formative and summative and are diverse in nature to match the depth of the curriculum. Formative assessments are used to drive instruction on a daily, weekly and quarterly basis. These include ongoing assessments in the form of personal communication, exit tickets, short multiple choice quizzes, rubrics for short answers and long answers, rubrics for lab reports, rubrics for major projects, debates and engineering design challenges, and curriculum embedded unit based assessments. In addition, the NWEA MAP in Science is administered three times per year in 5th and 8th grade and benchmark assessments aligned to the NGSS are utilized through the Edulastic platform. In alignment with the core instructional practices, teachers participate in department wide data talks to analyze data to inform instruction. Differentiated learning opportunities and scaffolds then support the advancement of students not meeting proficiency. The diversity of assessments allows ACE Empower to adequately assess the three dimensions of learning (Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts), with a specific emphasis on the skills needed in the field and the application of knowledge and skills through critical thinking and analysis.

Core Curriculum – Mosa Mack

ACE Empower currently utilizes Mosa Mack as the base of its curriculum, which places a heavy emphasis on the scientific and engineering skills and practices detailed in the NGSS. The curriculum also emphasizes Disciplinary Core Ideas, to provide a foundational knowledge base and Cross Cutting Concepts to make connections throughout the disciplines. Students engage in high level inquiry and rigor through scientific discourse based in hands on, inquiry based curriculum. Students develop critical thinking skills based on analyzing nonfiction text as it pertains to current local and global science issues, using models to support claims and theories, and using high level discourse to provide evidence for the support of science as a process and the discovery of the engineering process.

Scope and Sequence

Mosa Mack provides an online library of NGSS-aligned, inquiry based units, each containing one or more sections. Each section includes three stages:

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- **The Solve** – An animated science mystery and vocabulary manipulative
- **The Make** – A hands-on lab
- **The Engineer** – An engineering challenge that allows students to apply what they’ve learned to solve real world scenarios.

The design of the three stages lends itself to both differentiation and remote learning, with “The Solve” designed for whole class, small group, or individual implementation and “The Make” and “The Engineer” designed to be completed in small groups. The curriculum provides scaffolded supports for students, as well as assessment rubrics for teachers. 5th and 8th Grade level module topics are provided in **Figure A.6**.

Figure A.6 Mosa Mack Science Scope & Sequence

Science Scope & Sequence		
	5th Grade	8th Grade
Unit 1	<u>Motion & Stability</u> Gravity	<u>Objects Move and Collide</u> Force & Motion Potential & Kinetic Energy
Unit 2	<u>Earth’s Place in the Universe</u> Scale in the Solar System Sun-Earth Systems	<u>Noncontact Forces Influence Phenomena</u> Electricity
Unit 3	<u>Matter</u> Matter & Its Interactions	<u>Evolution Explains Life’s Unity and Diversity</u> Mutations Selection & Adaptations Genetics vs. Environment Evidence of Evolution
Unit 4	<u>Energy in an Ecosystem</u> Food Webs	<u>Sustaining Local and Global Biodiversity</u> Climate Change & Ecological Footprint
Unit 5	<u>Earth’s Spheres</u> Earth’s Spheres	n/a

A complete Scope and Sequence for Mosa Mack in 5th and 8th Grades is provided in **Appendix 2 – Curriculum and Instruction**.

Supplementary Curriculum

While Mosa Mack currently serves as the core curricular resource for Science, teachers are able to adapt as needed as well as supplement with materials from Rozzy and StemScopes.

- **StemScopes** – Provides phenomena-based, three dimensional STEM curriculum, through an online platform which is compatible with distance learning. This has been a recent addition, to ensure highest quality standards-aligned scientific learning in the remote model. STEMscopes has been adopted by the California State Board of Education and is aligned to the NGSS and the California Science Framework. It is available in both English and Spanish.
- **Rozy** – Specifically focuses units on scientific career exploration and authentic application, that are NGSS-aligned. Units include comprehensive lesson plans that focus on:
 - Hands-on projects and experiments, directly linked to STEM careers
 - Multimedia supports, to engage learners through multiple modalities
 - Non-fiction text, writing applications, and vocabulary scaffolds that link the CCSS in ELA for Science with the NGSS
 - Formative and summative assessments, to monitor student mastery of science concepts and careers

As California approves additional resources aligned to the NGSS and California Science Framework, ACE will continue to examine and select additional resources for adoption to best meet the needs of its students.

College Seminar

Each staff member has a College Seminar group (similar to an Advisory), and meets daily with that group for the duration of the school year. A core goal of College Seminar is developing the ability for students to set SMART goals, identify and implement actions for achieving their goals, and then reflect and adjust these goals and actions based on data. ACE Empower currently employs Sown to Grow, a goal setting and reflection platform designed to support students in setting learning goals, tracking their own progress, and reflecting on the strategies that work best for them.²² Their advisors check in with them at least weekly to monitor growth and support this goal setting and reflection practice. The Advisor leverages this process to support students in preparing for their student-led conferences, which occur twice per year.

Students are also provided with individual work time using the Edgenuity platform, to work toward these goals with their Advisor checking in one-on-one with them. New in 2020-21, a whole school reading program through Accelerated Reader will be integrated into College Seminar time, which directly supports students in reading growth and proficiency as well as English fluency.

²² More information available at: <https://www.sowntogrow.com/>

The underpinnings for a positive school culture are fostered in College Seminar as well. At the beginning of each school year specific lessons by grade level support character building and reinforce school values and expectations. Lessons throughout the year and structures such as the use of a “College Corner” in every seminar class support students in developing college awareness. Finally, Community Meetings engage College Seminar groups in friendly competitions. Students and staff are able to discuss and reflect on school-wide and individual issues, leveraging student voice. Staff members have wide latitude to tailor the time to the particular needs of the students in their group.

Designated ELD

Designated ELD is a protected block of time during the regular school day where the English language development standards are used as the focal standards. The goal of this class is to provide instruction that allows for the development of critical academic English language skills necessary for all other academic classes including reading, writing, listening, and speaking. Students receive direct instruction, guided practice, and independent practice for each lesson.

ACE Empower has adopted the English 3D Curriculum for its Designated ELD instruction, designed by nationally recognized ELD author, researcher, and teacher educator, Dr. Kate Kinsella.²³ The program provides specific scaffolds for long-term language learners, who compose the majority of English Learners at the school, as well as for newcomers. Speaking, reading, and writing are supported by English 3D’s research-based instructional routines and authentic text sets.²⁴

ACE has developed a comprehensive English Learner Handbook to guide not only the Designated ELD program, but services to all ELs. This handbook, as well as an example of how ACE supports teachers in designing their Designated ELD instruction is provided in **Appendix 4 – Serving All Students**.

Enrichment

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

²³ More information on English 3D is available at <https://www.hmhco.com/programs/english-3d>

²⁴ During Remote Learning, the English 3D curriculum is adapted. Classes are held 3 days a week for every grade level with two day of synchronous instruction and one day of asynchronous instruction.

acquire the independent thinking skills that will be absolutely critical to their success after they leave middle school.

To reinforce critical thinking skills throughout the academic, intervention, and enrichment program, students at ACE have various enrichment and extracurricular opportunities, subject to enrollment and budget. Enrichment classes currently offered include Physical Education and Art. Extracurricular activities are provided through a partnership with the City of San Jose.

- **Physical Education and Health** – Students engage in a physical education and health class designed to support students in their ability to develop a combination of transferable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities.
- **Art** – Students engage in an Art class, designed to develop foundational skills as well as their own artistic style. Students explore a wide-array of art mediums including two-dimensional, three-dimensional, and digital. Students explore pattern, contrast, emphasis, balance, proportion, scale, and rhythm in art. While focusing on textures, perspectives, color, space, and value, students will determine what makes art beautiful, and then develop their own skill as artists.
- **After School Program** – Students have the opportunity to participate in a robust after school program, offered in partnership with the City of San Jose. The program provides times and scaffolded support for homework completion, as well as three organized sports teams that compete locally (flag football, basketball, and futsal). In addition to this core program, clubs are offered in partnership with ACE High School students (basic coding and science) and with ClubNext (focused on life topics, such as addiction and forgiveness). communities.

SCHOOL CULTURE

The School Culture program at ACE supports students in developing these knowledge, skills and mindsets by:

- Identifying and Clearly Articulating Goals
- Promoting a Growth Mindset
- Celebrating Progress
- Leveraging Engagement, Positive Behavior Intervention, and Restorative Practices
- Engaging Families

Identifying and Clearly Articulating Goals

At ACE Empower, the most important value necessary for success is *Ganas*, a Spanish word which can be translated as desire, will, or effort. All members of the community – students, staff, and families – are expected to show *Ganas* in their daily work and interactions with each other. In ACE Empower 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 continually celebrate effort and progress, help students see the connection between personal choice and academic success, and work together to inspire and support students and each other. *Ganas* is the shared value that unifies and guides the school and its stakeholders in holding each other accountable to the goal of preparing all students to be successful college students. Respect and Pride are also fostered, and together with *Ganas* form the “RPG Values” that serve as the foundation for school culture. Discrete “College Readiness” skills and mindsets are also identified, to provide students with a clear roadmap toward their future.

All staff are trained and supported in recognizing student examples of these RPG Values and College Readiness Skills, as seen in **Figure A.7** and **Figure A.8**, and regularly celebrating students for this success. As detailed in “Curriculum and Instruction” above, students are supported during their College Seminar class in identifying areas of strength and areas for growth, setting goals and naming specific actions to achieve them, and then reflecting on progress using the Sown to Grow platform.

Figure A.7 Actions That Exemplify RPG

Respect	Pride	Ganas
<ul style="list-style-type: none"> • Showing respect to oneself, or another person, in an exceptional way • Telling the truth when it is difficult • Doing the right thing when others are not • Encouraging another student who struggles • Tutoring a peer or helping others achieve • Volunteering to help • Showing kindness • Speaking and listening respectfully 	<ul style="list-style-type: none"> • Greeting everyone (visitors, students and staff) proactively • Knowing and eagerly sharing growth and progress toward goals • Volunteering to be a tour guide • Showing pride in academic accomplishments • Helping to keep the campus safe and clean • Demonstrating exemplary organization and neatness with school materials • Recognizing/celebrating positive accomplishments of peers 	<ul style="list-style-type: none"> • Putting in extra effort • Taking initiative • Taking risks • Demonstrating growth • Exceeding expectations of an assignment • Displaying exemplary participation • Improving performance through hard work • Overcoming obstacles in an appropriate way

Figure A.8 Actions That Exemplify College-Readiness

College-Ready Students...	
<ol style="list-style-type: none"> 1. Show up (on time and prepared) 2. Embrace rigor 3. Are competitive 4. Take academic risks 5. Study outside of class 6. Persevere 7. Have a sense of urgency 8. Create study groups 9. Are responsible 10. Are resourceful 11. Attend office hours 	<ol style="list-style-type: none"> 12. Attend homework club 13. Focus during group work 14. Make academic connections 15. Ask questions 16. Use academic language 17. Take notes 18. Are organized 19. Track the speaker 20. Are self-aware and advocate for themselves 21. Support others 22. Go above and beyond

Promoting a Growth Mindset

In order to build a strong sense of identity and potential, ACE staff work consistently to cultivate a growth mindset in themselves toward their students, their colleagues, and our families. Furthermore, ACE staff work diligently and strategically to develop growth mindsets within their students and families. This work is rooted in the idea that people are not inherently made “smart” and that with persistence, dedication, passion, and hard work all students can excel.

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

When students approach new experiences with a growth mindset their internal narrative is inherently curious and optimistic, seeing initial challenges as opportunities to learn and grow. Students begin to recognize that there is nothing to fear in trying, and perhaps initially failing, as they endeavor to learn new things. As a result, students who demonstrate a growth mindset are

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more willing to take risks, to learn from initial failure, and as a result, place themselves on a path to continuous improvement, which is the essence of optimism.

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

Celebrating Progress

ACE believes that a schoolwide culture in which students experience joy and learn to be optimistic about their academic and personal future is crucial to academic success. Toward that end, staff create a joyful, optimistic, and celebratory school environment that inspires growth and promotes student learning.

In order to ensure that time is always taken to celebrate progress and deepen the sense of community at the school, ACE Empower has a system of celebration that is comprehensive and looks to celebrate students who grow. A “Culture Calendar” is developed annually to ensure that a balance of celebrations occur across the school year in the following categories: earned expected, earned unexpected, unexpected unearned, unexpected earned. This balance is critical in building a celebratory and positive school culture. Some of these celebrations are tied to student growth, risk taking, and achievement, while others are tied to RPG Values. ACE Empower also ensures that there is time for enjoyment that has nothing to do with academic growth and achievement, cultivating a school environment that fosters fun and appreciation of all students.

As part of the celebration initiative, the Community Meeting is a weekly event where the whole school comes together.²⁵ The primary purpose of Community Meeting is for students, staff and parents to have an opportunity to recognize and celebrate the accomplishments of individual students in regards to their academic performance as well as the college ready habits that they are developing each day. Recognition is given for accomplishments such as strong attendance, achievement, and growth both for individual students and College Seminar groups. A special RPG award is given by the school leaders to recognize students who exemplify all of the ACE values.

²⁵ During Remote Learning, Community Events have been held online. To view examples of Community Meetings, please visit https://youtu.be/lAkv_40GhRE or <https://youtu.be/AZF7MYKJ6us>.

Community Meeting is also a time where students are exposed to college-going role models, with staff, guests from the community, and alumni invited to attend and share their college stories. Finally, Community Meeting is where class cohorts get to participate in activities that promote healthy competition around school initiatives such as a testing challenge or a reading competition.

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

Leveraging Engagement, Positive Behavior Intervention, and Restorative Practices

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

Maintaining a strong school culture also requires that school staff are expertly prepared to proactively manage their classrooms, so that expectations for students are fair, clear and transparent and in turn set students up for success. When students make strong choices – choices that will help them along the path to high school, college, and career success – they are celebrated as detailed above. These celebrations are for absolute achievement as well as growth.

Equally as vital, however, is ensuring that students are held accountable when they make choices that have the potential to allow them to step off the path to high school, college, and career success – and even more importantly, that they are able to learn from these missteps and repair any harm. Toward that end, ACE Empower employs practices to a Positive Behavior Intervention System (PBIS) and Restorative Practices. These models are designed to:

- Be more positive and optimistic than negative or compliance-based
- Provide a way for all students to have a positive, optimistic set of interactions with school
- Be simple and easy for staff to implement
- Eliminate wasted time and increase time on task
- Be used not as the end goal, but rather as a tool that supports students in building new habits of engagement that result in increased student achievement

Staff are provided with intensive professional development and ongoing coaching to develop and norm these practices throughout the year. An example of how ACE supports staff in implementing Positive Behavior Incentives is provided in **Appendix 3 – School Culture and Community**.

Engaging Families

Developing a deep and sustained connection with the families that the school serves is a final and integral element in developing a strong school culture. ACE Empower works constantly to bridge the gap between school and home, by working closely with families to support student learning. At ACE Empower, learning best occurs when teachers, students and the community are equally invested in the goal of college for all. This commitment is the necessary context for any program that succeeds in propelling at-risk students to success in school.

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

For an example of how ACE supports staff in building connections with families, please see **Appendix 3 – School Culture and Community**. For more detailed information on how families are engaged, please see **Element D – Governance**.

School Culture in Practice

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

- Visitors are greeted with a handshake by students who proudly inform them of their names and an overview of their academic work

- Teachers on campus positively interact with students and are holding them accountable to school-wide expectations. This includes greeting students in the morning with a firm handshake and a smile, finding opportunities to genuinely engage students both inside and outside of the classroom, and giving students ample opportunities to demonstrate their school's core values throughout the day.
- In classrooms, students are deeply and authentically engaged in their learning. Classroom teachers are delivering engaging lessons and holding students to exceptionally high expectations at every turn. In response, students understand expectations for them and rise to the occasion. Students participate in academic-oriented debate about the topic at hand and the teacher facilitates these discussions expertly, allowing students to deepen and expand their knowledge.
- Throughout the day, students are offered opportunities to explore not only academic topics but also are reflective on the school's values and scholarly habits of mind, thus allowing students to find joy in the process of learning and achieving ethical and academic excellence.
- Celebrations are observed consistently throughout the school day and offer a glimpse into how masterful teachers build a culture of optimism with students. Visitors might observe a Community Meeting in which students are being honored for their academic achievement and growth. The Community Meeting also builds joy and optimism by representing the non-academic interests of students.
- On a typical day a visitor will also see parents interacting with the school in genuinely collaborative activities, and the parents are able to articulate to the visitor the growth and progress their child has made, as well as their long-term goals of their student and school as a whole.

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

SERVING SPECIAL POPULATIONS OF STUDENTS

The ACE Vision

ACE's mission is to work closely with communities to build and sustain great schools where students who have been left behind by traditional schools grow personally and intellectually until they are ready to confidently choose to attend and graduate from college. This mission is founded on a profoundly felt optimism about children, families, and neighborhoods. And this optimism leads ACE to believe that even those children and families who are not only demographically

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underrepresented in college, but the most disengaged and disconnected students in the surrounding neighborhoods – including students with disabilities, English Learners, and students performing below grade level – can find a way back to a belief in themselves as learners and future college students. Every moment of teaching and learning at ACE is directed at fostering a growth mindset. All students, regardless of their ability, can achieve at high levels given the right supports. ACE will give to ALL students, no matter their need level, cognitive ability, or behavior challenges, the education and opportunities they need to be optimistic about their future and college-ready.

The ACE Mindset

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

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

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

To promote a culture of inclusivity in which all students can learn, staff talk to all students about learning differences and individuality. Students are aware of their strengths, as well as their IEP, language level, and/or disability – and they know how to advocate for themselves and ask for help

when they need it. This prepares students for success in college, where they will be able to advocate for their needs based on their understanding of their learning differences.

Multi-tiered Systems of Support

Multi-Tiered System of Support (MTSS) is a coherent system of instructional practices, interventions, school-wide culture and discipline systems, and positive behavioral support that supports students based on need. Given the majority of students enter ACE Empower below grade level, MTSS primarily focuses on students who are below grade level. However, the MTSS system is also put into action to serve students who are achieving above grade level and need an additional challenge.

MTSS encompasses the merger of Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI). MTSS has frequently been used interchangeably with RTI and PBIS, which are multi-tiered frameworks used to meet the academic needs and the behavioral needs of students respectively. However, MTSS is usually conceptualized as broader than both RTI and PBIS in that MTSS is considered a general framework for education service delivery that encompasses both RTI and PBIS.²⁶ MTSS also emphasizes the school as a whole system, including teachers, administrators, and other staff, as opposed to solely focusing on student progress.²⁷ The key components of the MTSS Framework are provided in **Figure A.9**.²⁸

Figure A.9 MTSS Framework

Key Components of MTSS Framework		
Data	Evidence Based Practices	Levels of Support
Universal Screeners, Curricular Based Data, Assessment Data	Empirically Supported	Maximum Fidelity
Continuous Progress Monitoring	Aligned with Student Need	Opportunities for Intensive and Individual Support
Implementation and Fidelity	Contextually Relevant	Team Coordination and Distributed Leadership

²⁶ Stoiber, K. C. (2015). Multi-tiered systems of support and evidence-based practices. *Handbook of Response to Intervention*, 121-141. https://doi.org/10.1007/978-1-4899-7568-3_9

²⁷ Ibid.

²⁸ Freeman, J., Sugai, G., Simonsen, B., & Everett, S. (2016). MTSS coaching: Bridging knowing to doing. *Theory Into Practice*, 56(1), 29-37. <https://doi.org/10.1080/00405841.2016.1241946>

ACE leverages the Case Study process within its MTSS practice, by which any staff, parent/guardian, or community member may submit a referral request to the site based MTSS team. This team meets every six weeks to evaluate initial referrals, monitor progress of students currently receiving MTSS, and monitor progress of reclassified ELs. The Case Study process looks at multiple data points (i.e. behavior, attendance, grades, student work, teacher/parent observation, responses to internal trauma inventory) to build out a plan for the level of comprehensive support and/or intervention necessary. This plan is then implemented for a minimum of six weeks, with data gathered to evaluate either the success or need for further and/or more intensive support. This assists ACE with Child Find as it provides a comprehensive avenue for ACE to identify students who truly are in need of more significant support through either a 504 plan and/or an Individualized Education Plan.

Tiered Interventions

Within MTSS, tiered interventions that build upon each other are leveraged to address identified student needs. Examples of tiered supports under MTSS are provided in **Figure A.10**.

Figure A.10 Tiered Interventions

MTSS Tiered Interventions			
Tier	How It Works	Students	Possible Interventions
Tier 1	<ul style="list-style-type: none"> High quality core curriculum and instruction Universal screening Individual teacher problem solving Student progress monitoring Identify Tier 2 students 6-8 weeks into school 	All	<ul style="list-style-type: none"> Close reading in ELA as a support to understand grade-level texts. Vocabulary support for all students. Use of models and manipulatives in math to conceptually understand mathematical ideas. Discussion routines so that all students are listening and speaking. Check for understanding and providing additional support in class, such as re-teaching, or small-group instruction. Audio of texts to struggling learners, or vocabulary word work for ELs. Math fluency block for all

			<ul style="list-style-type: none"> • See the rest of the instructional playbook for more ideas!
Tier 2	<ul style="list-style-type: none"> • General, targeted interventions created at the school level based on school-wide data • Progress monitoring • Should not exceed 6 weeks 	Few, roughly 10 – 20%	<ul style="list-style-type: none"> • Phonics/Decoding support • ELD support (integrated and designated) • Math fluency support (students that struggle with basic facts and computation)
Tier 3	<ul style="list-style-type: none"> • Individualized support • MTSS Team • Grade level meeting (could take place during Data Day) • Advisor is the “case manager” • Assistant principal or teacher leader is the facilitator, and holds teachers accountable 	<10% students per grade per year	<ul style="list-style-type: none"> • Functional Behavior Plan/Behavior Intervention Plan • Behavior contract • One-on-one tutoring • Small group tutoring • Language! • Counseling • Referral to alternative programs within the LEA/district • Referral to professional and/or agencies outside of the LEA/district (at cost to the LEA/district)

Tier 1: High Quality Core Curriculum and Instruction

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

Key Questions ACE asks to develop and evaluate Tier 1 interventions:

- Are students provided with standards-aligned, evidence-based core instruction? How is this verified?
- What assessment tools or processes are used to identify instructional needs and the students' response to instruction?
- Is the core instruction/support effective?
- What percent of students are achieving the benchmark expectations, both academic and behavioral? Is this meeting the goal of 80% or more?
- What percent of students in priority groups are achieving the benchmark expectations, both academic and behavioral? Is this meeting the goal of 80% or more?
- How are priority groups of students performing in the context of other priority groups?
- If core instruction is not effective:
 - Is the curriculum vertically aligned? How do student knowledge and skills build from year to year?
 - Is the curriculum appropriately matched to the needs of students?
 - Is support provided for implementation fidelity?
 - How does the Instructional Leadership Team enhance and support Tier 1 instruction?
 - How are parents and students involved or engaged in supporting effective Tier 1 instruction?
 - What is the decision rule to determine if students will require supplemental and more intensive, individualized intervention/support?

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

Leaders create interventions built into the school day that target roughly 10-20% of the student body. Students are chosen for these interventions based on school-wide data that is available, such as SBAC, ELPAC, SBAC IABs/ICA, Renaissance Star Reading and Star Math, or social, emotional, and behavioral data. Leaders make lists of students to be part of Tier 2 supports roughly 6 – 8 weeks into the school year, and progress is monitored via ongoing analysis of data at least four times a year to ensure that groupings are flexible and appropriate. Tier 2 interventions built into the school program include, but are not limited to, the following:

- **Core Classroom Interventions** – Teachers conduct individual and small group skill-based interventions within core classes based on formative assessments. This includes but is not limited to the use of flexible grouping, differentiated mini lessons and tiered assignments in small group instruction, differentiated homework assignments, the use of instructional

materials at a variety of reading levels, and supplementary instruction and one-on-one tutoring.

- **Core Classroom Accommodations** – Paraprofessionals and learning specialists provide classroom based accommodations based on IEPs and 504 Plans.
- **Primary and Secondary Language Supports** – EL students are provided with Integrated ELD across all core classes, which integrate ELD standards into the core curriculum. Teachers provide specific vocabulary and comprehension scaffolds, as well as explicit modelling in the form and function of language using strategies from Robert Marzano and Kate Kinsella for reading comprehension and language development. Students receive designated ELD in groupings based on language level, as either a push-in or pull-out support.
- **Intervention** – Students receive additional small group skill-based interventions within the core classroom, through differentiated flexible groupings. This includes the use of adaptive blended learning tools at their level to support work in their current Zone of Proximal Development. Currently, Ready Common Core and Standards Plus are leveraged to provide standards-aligned, differentiated curriculum at students’ level.

Tier 3: MTSS Intervention

Often students receiving Tier 3 instruction are taught using a standards-based program that may be different than that used in core instruction that directly addresses identified skill deficits. Tier 3 is about increased time and intensity on a narrowed instructional and skill based focus. It is critical to teach students the skills they need to be successful in the next unit of instruction, grade level, course of study, and/or learning environment. The impact of the instruction provided in Tiers 2 and 3 is influenced significantly by the degree to which Tier 1 standards and instructional practices are incorporated, to the greatest degree possible, into Tier 2 and Tier 3.

Tier 3 is the most intense instruction and intervention that is based on individual student needs (<5% of student population). This instruction is in addition to and aligned with the standards and supplemental academic and behavioral curriculum, instruction, and supports. This can include:

- Increased time intensity, including length of intervention sessions, number of interventions per week, and duration
- A narrowed curriculum focus
- Reduced group size

Support Timeline

Members of the MTSS team meet once a month and then at the intervals decided upon by the intervention for students involved in the case study process. The purpose of this schedule is to ensure that students are given an opportunity to be given proper supports before the LEA

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requests an initial assessment, but rather there are clear, sustained, data-driven efforts that ensure staff are progress monitoring the effects of the interventions being implemented by the team and teachers/staff members of the student involved in the Case Study process. The MTSS team collects comprehensive academic and behavioral data, while keeping in mind a student's cultural, language, and ethnic characteristics, to design a comprehensive support plan.

Areas that are important to discuss and document during the MTSS Team Meeting:

- Academics – Performance and results of interventions (NWEA/Star, SBAC, Curricular based measures, student work samples, etc)
- Developmental/medical history
- Attendance/school enrollment history
- Review of vision, hearing, speech and language screenings
- Behavioral Data (Trauma Inventory Report, Referrals, Counselor Observations, Parent Interview, Staff Observations, etc)

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

- Accommodations and instructional strategies within the general education program
- Research-based instructional strategies and interventions, including universal screening, “tiered” interventions, progress monitoring and problem solving teams within the general education program (Check-In/Check Out, Small Group Instruction, Corrective Reading, Multi-Sensory Reading and Math Instruction,
- Consultation with appropriate staff
- Referral to alternative programs within the ACE
- Referral to professional and/or agencies outside of ACE (at cost to ACE)

If the MTSS plan is effective, the MTSS continues its ongoing monitoring, evaluation and adjustments. If the plan was implemented with fidelity and was not effective, the SST will consider adjusting the plan and trying again, or referring the student for a special education evaluation or to an outside resource for more specialized evaluation. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Every monthly meeting the progress of reclassified English Learner students is visited and all progress monitoring forms are examined and if reclassified students are found to be struggling they will go through the case study process in order to ensure they continue to make progress in becoming more fluent in English.

If, after the team has implemented strategies with fidelity, exhausted all other possibilities, and the student is still struggling, the team may choose to refer the student to special education. This

decision should come when a student has shown that they need Specialized Academic Instruction, in order to bridge the gap between their performance and the performance of their Tier I peers.

Parents have the right to request an assessment for special education services at any time, in which case the MTSS would not need to be utilized. In the event that a parent makes a written request for a special education evaluation, the LEA/district must respond within 15 days. Should the LEA/district determine testing is merited, they would respond by sending an assessment plan and a Prior Written Notice (PWN) and Procedural Safeguards. If the parent needs help writing the request the LEA will provide any support necessary to put the request in writing.

Members of the MTSS

- All teachers who teach the referred student (in most schools, the entire grade level team)
- Referred student's College Seminar Advisor
- Either a learning specialist or special education department chair
- School counselor or school psychologist, if appropriate
- Assistant Principal, School Leader Resident or Principal
- Parents and students (if appropriate)

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

MTSS Meeting

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

Before the meeting:

- Referral to an MTSS is made based on data and observations, Referrals can be made by anyone in order to ensure all students have the opportunity to go through the Case Study process.
- The referral form asks for as much data as possible to assist in the process of case study, and requires the referring team to give specific data, both quantitative and qualitative, as to why the student should receive more targeted support and/or intervention
- The Counselor sends the agenda to the team outside of the normal monthly interval when

During the meeting:

- Facilitator states the objectives and the agenda for the meeting.
- The counselor goes over the progress of those in interventions
 - Advisors update as to how previously referred students are doing with additional supports. Team asks if all the interventions were done with fidelity.

- Team discusses any changes that may be made to the plan.
- Team discusses, if interventions have not worked, what the next steps will be.
- For each new referral:
 - The stakeholder who referred
 - Presents all relevant data.
 - Proposes appropriate supports
 - Team decides upon an appropriate intervention and/or increased level of support
 - Team decides what the plan should be, who is responsible, and next steps
 - Areas that are important to discuss and document during the MTSS meeting are:
 - Academics – Performance and results of interventions (NWEA/Star, SBAC, Curricular based measures, student work samples, etc.)
 - Developmental/medical history
 - Attendance/school enrollment history
 - Review of vision, hearing, speech and language screenings
 - Behavioral Data (Trauma Inventory Report, Referrals, Counselor Observations, Parent Interview, Staff Observations, etc.)
- Wrap up
 - Facilitator states when the team will meet next (regular schedule or another initial case study meeting)
 - Facilitator recaps everyone’s next steps

After the meeting:

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

STUDENTS WHO ARE ENGLISH LEARNERS

English Language Development Philosophy

ACE Empower has the same goal for its students who are English Learners as it does for all of its students – by the time they graduate, they will choose to attend a two- or four-year college and

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ultimately graduate from a four-year college or university.

A significant segment of the school's student body are students who are English Learners (ELs). In the 2019-20 academic year, for example, 63% of the student body was classified as English Learners and 91% were "Ever ELs". This necessitates that the school provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment – and to actively monitor both current long-term language learners, those at risk of becoming long-term language learners, and those who have been reclassified.

ACE Empower will meet all applicable legal requirements for students who are ELs, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. ACE Empower will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

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

For the complete ACE English Learner Manual and an example of how ACE supports staff in serving English Learners, please see **Appendix 4 – Serving All Students**.

Identification, Designation & Notification

As required by Education Code Section 52164.1, ACE Empower will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Within 30 calendar days of first enrollment or within 60 calendar days prior to first enrollment, but not before July 1, ACE Empower will assess the English proficiency of all students whose primary home language may not be English as determined by the Home Language Survey and other indicators, including teacher observation and informal/formal assessment. The English

Language Proficiency Assessment for California (ELPAC) is used to assess English Language Proficiency (ELP). The 30-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been assessed for English Language proficiency. All other students who have indicated a home language other than English will continue with annual assessment for English Language proficiency based upon the date last tested at the prior school of enrollment. ACE Empower will notify families of the school's responsibility to conduct an annual assessment for English Language proficiency.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment (IA)**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (SA)**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans — K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the

ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Upon completion of initial scoring, students will be designated as either Initially Fluent English Proficient (I-FEP) or English Learner (EL) using the guidelines in **Figure A.11** based on the ELPAC as the tool for assessment for English Language proficiency.

Figure A.11 Designation Criteria

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

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

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

Ongoing Assessment, Monitoring, and Reclassification Procedures

ACE Empower will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as Limited English Proficient will take the assessment for English Language proficiency annually to determine growth in English Language proficiency until they are reclassified. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

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

The Reclassification procedure is detailed in **Figure A.12**, **Figure A.13**, and **Figure A.14**.²⁹ Should the State of California Board of Education change its recommendations for reclassification as it completes transition to the ELPAC, ACE Empower will adopt the state recommendations and this change will not be considered a material change of the charter.

²⁹ Reclassification criteria based on current State of California Board of Education guidelines as detailed at <http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>. These recommendations will be reconsidered by the SBE upon adoption of the specific threshold scores.

Figure A.12 Reclassification Criteria

State Criteria	ACE Policy
Assessment of English Language Proficiency	Using ELPAC: <ol style="list-style-type: none"> 1. Overall score of Level 3 (or higher) 2. Oral Language score and Written Language score of Level 3 (or higher)
Teacher Evaluation	Teacher (ELA teacher 5-12), agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	Scored at or above on one of the following academic indicators (see table here for academic indicator cut points by grade): <ol style="list-style-type: none"> 1. Nearly Met Standard (Level 2) or higher on the ELA SBAC. 2. Nearly Met Standard (Level 2) or higher on the ELA interim

Reclassifying English Learners with Disabilities

An EL student with a disability may be reclassified as RFEP using the guidance in **Figure A.13** and **Figure A.14**. The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

Figure A.13 Reclassification Criteria for ELs with Disabilities

State Criteria	ACE Policy
Assessment of English Language Proficiency	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability and significant disproportionality.</p> <p>Student Services Team: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student’s disability)</p>
Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability/significant disproportionality of SLD/EL in our network. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met Standard (Level 2) or higher on the ELA SBAC 2. Nearly Met Standard (Level 2) or higher on the ELA Interim <p>The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III)</p>

Figure A.14 Reclassification Criteria for ELs with Disabilities on Alternate Curriculum

State Criteria	ACE Policy
Assessment of English Language Proficiency	VCCALPS assessment with a score of 49 or above
Teacher Evaluation	Education Specialist agrees the student should be reclassified based on evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability.</p> <p>Basic Skills assessment used in IEP testing (i.e., OWLs, WJ or WIAT)</p>

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

Strategies for Students Who Are ELs – Instruction and Intervention

Given that the vast majority of ACE students have a primary language other than English and that over 50% of the school’s population is students who are ELs, the school’s program is explicitly designed to provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. The overall model for English Language Development at ACE Empower is the inclusion model of ELD. Students who are 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 scaffolds and accommodations that assist them in reaching the expected standards and competencies. As an

additional scaffold, a special section of College Seminar class is offered to specifically support students who are newcomers. All other courses will be taught in English.

ACE Empower has completed a multi-year implementation plan of the California ELD Standards, in alignment with the State implementation guide and with support from the SCCOE. These standards focus on English Learners interacting in meaningful ways with the content, as well as learning about how English works. The EL program is overseen by the Principal and designed to ensure that all students have access to grade level content and receive the appropriate scaffolds up to grade level rigor. Furthermore, it includes both Integrated ELD and Designated ELD. Teachers are involved in the ongoing program development, and families are informed of the plan and provided opportunities for feedback through existing parent leadership structures. For an example of how ACE supports staff in serving English Learners, both as an Overview and in terms of Designated ELD, please see **Appendix 4 – Serving All Students**.

Integrated ELD

Integrated ELD is provided across all content areas, with teachers working together to ensure a supportive and cohesive experience for ELs. This explicitly included adoption of research-based techniques that have been proven to be successful at providing students who are ELs access to rigorous content and instruction while simultaneously developing English language skills. For example, students may be provided with sentence frames for collaborative discussions according to language proficiency level across content classes: Level 1/Emerging “I think...”, Level 2/Expanding “In my opinion...”, and Level 3/Bridging “It seems to me that...”

For the past two years, ACE Empower has selected a common ELD Standard each month, then supported content teachers in providing specifically designed instruction and language supports in their content area in support of the standard. Coaches observe teacher implementation, providing feedback to strengthen practice. This shared focus in turn creates a consistent experience for students and the ability to apply their work and development in an ELD standard across content areas.

Designated ELD

ACE Empower has adopted the English 3D Curriculum, designed by nationally recognized ELD author, researcher, and teacher educator, Dr. Kate Kinsella.³⁰ The program provides specific scaffolds for long-term language learners, who compose the majority of English Learners at the school, as well as for newcomers. Speaking, reading, and writing are supported by English 3D’s

³⁰ More information on English 3D is available at <https://www.hmhco.com/programs/english-3d>

research-based instructional routines and authentic text sets.

Alignment of Standards and Strategies

As the standards are intended to help English Learners learn English in the context of disciplines and grade level content, **Figure A.15** outlines 5th – 8th grade level standards and identifies some of the strategies ACE Empower may use with its students who are ELs. As ACE Empower continues to build its understanding of the Common Core, Next Generation Science, and the new California ELD standards, the strategies will continue to expand so that students who are ELs are best served, and that their learning of English is embedded with the learning of grade level content.

Figure A.15 ELD Standards Alignment

5th Grade		
Part of Framework:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies
I: Interacting in Meaningful Ways A: Collaborative <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) 3. Offering and supporting opinions and negotiating with others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) 	SL.5.1, 6; L.5.1, 3, 6 W.5.6; L.5.1, 3, 6 SL.5.1, 6; L.5.1, 3, 6 W.5.4–5; SL.5.1, 6; L.5.1, 3, 6	<ul style="list-style-type: none"> • Sentence frames • TPS- Think, Pair, Share w/ peers • Journal writing • Responding to thought questions on-line • Group discussion
I: Interacting in Meaningful Ways B: Interpretive <ol style="list-style-type: none"> 1. Listening actively to spoken English in a range of social and academic contexts 2. Reading closely literary and informational texts and viewing 	SL.5.1–3; L.5.3 RL.5.1–7, 9–10; RI.5.1–7, 9–10; SL.5.2–3; L.5.3, 4, 6 RL.5.3–4, 6; RI.5.2, 6, 8; SL.5.3; L.5.3–6 RL.5.4–5; RI.5.4–5;	<ul style="list-style-type: none"> • Close reading • Learning from video clips • Text analysis

<p>multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <ol style="list-style-type: none"> Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area 	SL.5.3; L.5.3–6	
<p>I: Interacting in Meaningful Ways C: Productive</p> <ol style="list-style-type: none"> Expressing information and ideas in formal oral presentations on academic topics Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Supporting own opinions and evaluating others’ opinions in speaking and writing Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas 	SL.5.4–6; L.5.1, 3, 6 W.5.1–10; L.5.1–3, 6 W.5.1, 4, 9–10; SL.5.4, 6; L.5.1–3, 6 W.5.4–5; SL.5.4, 6; L.5.1, 3, 5–6	<ul style="list-style-type: none"> Oral presentations Being the “expert” to teach the class Learning about synonyms, antonyms
<p>II: Learning About How English Works A: Structuring Cohesive Texts</p> <ol style="list-style-type: none"> Understanding text structure Understanding cohesion 	RL.5.5; RI.5.5; W.5.1–5; SL.5.4 RL.5.5; RI.5.5; W.5.1–4; SL.5.4; L.5.1, 3	<ul style="list-style-type: none"> Engaging with various types of text
<p>II: Learning About How English Works B: Expanding and Enriching Ideas</p> <ol style="list-style-type: none"> Using verbs and verb phrases Using nouns and noun phrases 	W.5.5; SL.5.6; L.5.1, 3, 6 W.5.5; SL.5.6; L.5.1, 3, 6	<ul style="list-style-type: none"> Using Write Tools strategies Going through the writing process

3. Modifying to add details	W.5.5; SL.5.4, 6; L.5.1, 3, 6	
II: Learning About How English Works C: Connecting and Condensing Ideas 1. Connecting ideas 2. Condensing ideas	W.5.1–3, 5; SL.5.4, 6; L.5.1, 3, 6 W.5.1–3, 5; SL.5.4, 6; L.5.1, 3, 6	<ul style="list-style-type: none"> Making connections while reading various types of texts
III: Using Foundational Literacy Skills	RF.K–1.1–4; RF.2–5.3–4 (as appropriate)	<ul style="list-style-type: none"> Reading and analyzing texts together
6th Grade		
Part of Framework:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies
I: Interacting in Meaningful Ways A: Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) 3. Offering and supporting opinions and negotiating with others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	SL.6.1, 6; L.6.3, 6 W.6.6; WHST.6.6; SL.6.2; L.6.3, 6 W.6.1; WHST.6.1; SL.6.1, 4, 6; L.6.3, 6 W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3, 6	<ul style="list-style-type: none"> Sentence frames TPS- Think, Pair, Share w/ peers Journal writing Responding to thought questions on-line Group discussion
I: Interacting in Meaningful Ways B: Interpretive 1. Listening actively to spoken English in a range of social and academic contexts 2. Reading closely literary and informational texts and viewing multimedia to determine how	SL.6.1, 3, 6; L.6.1, 3, 6 RL.6.1–7, 9–10; RI.6.1–10; RH.6.1–10; RST.6.1–10; SL.6.2; L.6.1, 3, 6 RL.6.4–5; RI.6.4, 6, 8; RH.6.4–6, 8; RST.6.4–6, 8; SL.6.3; L.6.3, 5–6 RL.6.4–5;	<ul style="list-style-type: none"> Close reading Learning from video clips Text analysis

<p>meaning is conveyed explicitly and implicitly through language</p> <ol style="list-style-type: none"> Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area 	<p>RI.6.4–5; RH.6.4–5; RST.6.4–5; SL.6.3; L.6.3, 5–6</p>	
<p>I: Interacting in Meaningful Ways C: Productive</p> <ol style="list-style-type: none"> Expressing information and ideas in formal oral presentations on academic topics Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Justifying own arguments and evaluating others’ arguments in writing Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas 	<p>SL.6.4–6; L.6.1, 3 W.6.1–10; WHST.6.1–2, 4–10; L.6.1–6 W.6.1, 8–9; WHST.6.1, 8–9; L.6.13, 6 W.6.4–5; WHST.6.4–5; SL.6.4, 6; L.6.1, 3, 5–6</p>	<ul style="list-style-type: none"> Oral presentations Being the “expert” to teach the class Learning about synonyms, antonyms
<p>II: Learning About How English Works A: Structuring Cohesive Texts</p> <ol style="list-style-type: none"> Understanding text structure Understanding cohesion 	<p>RL.6.5; RI.6.5; RH.6.5; RST.6.5; W.6.1–5, 10; WHST.6.1–2, 4–5, 10; SL.6.4 RI.6.5; RH.6.5; RST.6.5; W.6.1–5, 10; WHST.6.1–2, 4–5, 10; L.6.1, 3–6</p>	<ul style="list-style-type: none"> Engaging with various types of text
<p>II: Learning About How English Works B: Expanding and Enriching Ideas</p>	<p>W.6.5; WHST.6.5; SL.6.6; L.6.1, 3–6</p>	<ul style="list-style-type: none"> Using Write Tools strategies

<ol style="list-style-type: none"> 1. Using verbs and verb phrases 2. Using nouns and noun phrases 3. Modifying to add details 	<p>W.6.5; WHST.6.5; SL.6.6; L.6.1, 3–6 W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3–6</p>	<ul style="list-style-type: none"> ● Going through the writing process
<p>II: Learning About How English Works C: Connecting and Condensing Ideas</p> <ol style="list-style-type: none"> 1. Connecting ideas 2. Condensing ideas 	<p>W.6.1–5; WHST.6.1–2, 4–5; SL.6.4, 6; L.6.1, 3–6 W.6.1–5; WHST.6.1–2, 4-5; SL.6.4, 6; L.6.1, 3–6</p>	<ul style="list-style-type: none"> ● Making connections while reading various types of texts
<p>III: Using Foundational Literacy Skills</p>	<p>RF.K–1.1–4; RF.2–5.3–4 (as appropriate)</p>	<ul style="list-style-type: none"> ● Reading and analyzing texts together
7th Grade		
Part of Framework:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies
<p>I: Interacting in Meaningful Ways A: Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) 	<p>SL.7.1, 6; L.7.3, 6 W.7.6; WHST.7.6; SL.7.2; L.7.3, 6 W.7.1; WHST.7.1; SL.7.1, 4, 6; L.7.3, 6 W.7.4–5; WHST.7.4–5; SL.7.6; L.7.1, 3, 6</p>	<ul style="list-style-type: none"> ● Sentence frames ● TPS- Think, Pair, Share w/ peers ● Journal writing ● Responding to thought questions on-line ● Group discussion
<p>I: Interacting in Meaningful Ways B: Interpretive</p>	<p>SL.7.1, 3, 6; L.7.1, 3, 6 RL.7.1–7, 9–10; RI.7.1–10; RH.7.1–10;</p>	<ul style="list-style-type: none"> ● Close reading ● Learning from video clips

<ol style="list-style-type: none"> 1. Listening actively to spoken English in a range of social and academic contexts 2. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 3. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 4. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area 	<p>RST.7.1–10; SL.7.2; L.7.1, 3, 6 RL.7.4–5; RI.7.4, 6, 8; RH.7.4–6, 8; RST.7.4–6, 8; SL.7.3; L.7.3, 5–6 RL.7.4–5; RI.7.4–5; RH.7.4–5; RST.7.4–5; SL.7.3; L.7.3, 5–6</p>	<ul style="list-style-type: none"> ● Text analysis
<p>I: Interacting in Meaningful Ways C: Productive</p> <ol style="list-style-type: none"> 1. Expressing information and ideas in formal oral presentations on academic topics 2. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 3. Justifying own arguments and evaluating others’ arguments in writing 4. Selecting and applying varied and precise vocabulary and language resources to effectively convey ideas 	<p>SL.7.4–6; L.7.1, 3 W.7.1–10; WHST.7.1–2,4–10; L.7.1–6 W.7.1, 8–9; WHST.7.1 ,8–9; L.7.1–3, 6 W.7.4–5; WHST.7.4–5; SL.7.4, 6; L.7.1,3, 5–6</p>	<ul style="list-style-type: none"> ● Oral presentations ● Being the “expert” to teach the class ● Learning about synonyms, antonyms
<p>II: Learning About How English Works A: Structuring Cohesive Texts</p> <ol style="list-style-type: none"> 1. Understanding text structure 	<p>RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1–5, 10; WHST.7.1-2, 4–5,10;</p>	<ul style="list-style-type: none"> ● Engaging with various types of text

2. Understanding cohesion	SL.7.4 RI.7.5; RH.7.5; RST.7.5; W.7.1–5,10; WHST.7.1–2, 4–5, 10; L.7.1, 3–6	
II: Learning About How English Works B: Expanding and Enriching Ideas 1. Using verbs and verb phrases 2. Using nouns and noun phrases 3. Modifying to add details	W.7.5; WHST.7.5; SL.7.6; L.7.1, 3–6 W.7.5; WHST.7.5; SL.7.6; L.7.1, 3–6 W.7.4–5; WHST.7.4–5; SL.7.6; L.7.1, 3–6	<ul style="list-style-type: none"> Using Write Tools strategies Going through the writing process
II: Learning About How English Works C: Connecting and Condensing Ideas 1. Connecting ideas 2. Condensing ideas	W.7.1–5; WHST.7.1–2, 4–5; SL.7.4, 6; L.7.1, 3–6 W.7.1–5; WHST.7.1–2, 4–5; SL.7.4, 6; L.7.1, 3–6	<ul style="list-style-type: none"> Making connections while reading various types of texts
III: Using Foundational Literacy Skills	RF.K–1.1–4; RF.2–5.3–4 (as appropriate)	<ul style="list-style-type: none"> Reading and analyzing texts together
8th Grade		
Part of Framework:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies
I: Interacting in Meaningful Ways A: Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	SL.8.1, 6; L.8.3, 6 W.8.6; WHST.8.6; SL.8.2; L.8.3, 6 W.8.1; WHST.8.1; SL.8.1, 4, 6; L.8.3, 6 W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3, 6 W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3, 6	<ul style="list-style-type: none"> Sentence frames TPS- Think, Pair, Share w/ peers Journal writing Responding to thought questions on-line Group discussion

<p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>		
<p>I: Interacting in Meaningful Ways B: Interpretive</p> <ol style="list-style-type: none"> 1. Listening actively to spoken English in a range of social and academic contexts 2. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 3. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 4. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area 	<p>SL.8.1, 3, 6; L.8.1, 3, 6 RL.8.1–7,9–10; RI.8.1–10; RH.8.1–10; RST.8.1–10; SL.8.2; L.8.1, 3, 6 RL.8.4–5; RI.8.4, 6, 8; RH.8.4–6, 8; RST.8.4–6, 8; SL.8.3; L.8.3, 5–6 RL.8.4–5; RI.8.4–5; RH.8.4–5; RST.8.4–5; SL.8.3; L.8.3, 5–6</p>	<ul style="list-style-type: none"> • Close reading • Learning from video clips • Text analysis
<p>I: Interacting in Meaningful Ways C: Productive</p> <ol style="list-style-type: none"> 1. Expressing information and ideas in formal oral presentations on academic topics 2. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 3. Justifying own arguments and evaluating others' arguments in writing 4. Selecting and applying varied and precise vocabulary and other 	<p>SL.8.4–6; L.8.1, 3 W.8.1–10; WHST.8.1–2, 4–10; L.8.1–6 W.8.1, 8–9; WHST.8.1, 8–9; L.8.1–3, 6 W.8.4–5; WHST.8.4–5; SL.8.4, 6; L.8.1, 3, 5–6</p>	<ul style="list-style-type: none"> • Oral presentations • Being the “expert” to teach the class • Learning about synonyms, antonyms

language resources to effectively convey ideas		
<p>II: Learning About How English Works</p> <p>A: Structuring Cohesive Texts</p> <ol style="list-style-type: none"> 1. Understanding text structure 2. Understanding cohesion 	<p>RL.8.5; RI.8.5; RH.8.5; RST.8.5; W.8.1–5, 10; WHST.8.1–2, 4–5, 10; SL.8.4 RI.8.5; RH.8.5; RST.8.5; W.8.1–5, 10; WHST.8.1–2, 4–5,10; L.8.1, 3–6</p>	<ul style="list-style-type: none"> • Engaging with various types of text
<p>II: Learning About How English Works</p> <p>B: Expanding and Enriching Ideas</p> <ol style="list-style-type: none"> 1. Using verbs and verb phrases 2. Using nouns and noun phrases 3. Modifying to add details 	<p>W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6 W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6 W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3–6</p>	<ul style="list-style-type: none"> • Using Write Tools strategies • Going through the writing process
<p>II: Learning About How English Works</p> <p>C: Connecting and Condensing Ideas</p> <ol style="list-style-type: none"> 1. Connecting ideas 2. Condensing ideas 	<p>W.8.1–5; WHST.8.1–2, 4–5; SL.8. 4, 6; L.8.1, 3–6 W.8.1–5; WHST.8.1–2, 4–5; SL.8.4, 6; L.8.1, 3–6</p>	<ul style="list-style-type: none"> • Making connections while reading various types of texts
<p>III: Using Foundational Literacy Skills</p>	<p>RF.K–1.1–4; RF.2–5.3–4 (as appropriate)</p>	<ul style="list-style-type: none"> • Reading and analyzing texts together

ELAC

ACE Empower has an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the school's ELAC, to advise the principal and staff on programs and services for students who are ELs, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

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

Teacher Qualifications and Professional Development

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

ACE Empower will support all teachers in their ongoing growth and professional development in serving students who are ELs. Professional development will be provided to all administrators and teachers, both core and non-core, on effective strategies for serving students who are ELs in both integrated and designated settings. Professional development will be provided on site for core and non-core teachers in these programs and strategies, as well as through ongoing coaching. Please see **Appendix 4 - Serving All Students** for examples of professional development to support understanding of the EL Program overall, as well as Designated ELD.

Monitoring and Evaluation of Program Effectiveness

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

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

For students who exhibit the need for additional support, classroom-based interventions are implemented, along with supplementary instruction provided through after-school tutoring and

targeted intervention. ACE Empower’s small size and individualized instructional approach enables greater personalization of instruction and improved identification of language needs, allowing for Integrated ELD supports and scaffolds as well as Designated ELD based on language level and need.

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

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

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

STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING OR HIGH-ACHIEVING

Schoolwide Differentiation Strategies

To ensure that all students can achieve, ACE Empower has a schoolwide program of differentiation that ensures that every child, ranging from those far below grade level to those who are ready to engage with above-grade level curricula, are given learning opportunities and support appropriate to their needs and interests. **Figure A.16** summarizes the differentiation strategies implemented across the academic program:

Figure A.16 Differentiation Strategies

Course/Activity	Differentiation Strategies
English-Language Arts/ Social Studies	<ul style="list-style-type: none"> ● Flexible small group instruction ● Differentiated mini lessons and tiered assignments ● Differentiated homework assignments ● Use of instructional materials at a variety of reading levels

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	<ul style="list-style-type: none"> ● Supplementary instruction and one-on-one tutoring ● Embedding of ELD standards into daily instruction ● Differentiated materials (by reading level) in the History curriculum, including Advanced Placement-style “Document-Based Questions” ● Flexible groupings in response to current benchmark results during Intervention ● Office hours
Science	<ul style="list-style-type: none"> ● Flexible small group instruction ● Tiered assignments ● Differentiated homework assignments ● Use of instructional materials at a variety of reading levels ● Supplementary instruction and one-on-one tutoring ● Embedding of ELD standards into daily instruction ● Hands-on labs and experiments ● Inquiry-based projects in response to open-ended questions ● Collaborative group presentations with defined role ● Office hours
Math	<ul style="list-style-type: none"> ● Flexible small group instruction ● Tiered assignments ● Differentiated homework assignments ● Use of instructional materials at variety of reading levels ● Supplementary instruction and one-on-one tutoring ● Embedding of ELD standards into daily instruction ● Flexible groupings in response to current benchmark results during Intervention ● Office hours
Integrated Blended Learning Supports	<ul style="list-style-type: none"> ● Ready Common Core and Standards Plus provide CCSS aligned curriculum in ELA and Math, with differentiated supports and scaffolds to support students at their level ● Edgenuity, NewsELA, Common Lit, Khan Academy, and IXL provide on-line, adaptive curricula to ensure students are doing work at real-time achievement level

Plan for Academically Low-Achieving Students

ACE Empower was founded and exists to serve students who have been traditionally underserved and who are statistically unlikely to have success in college. It is therefore likely that some of ACE Empower's students will enter the school academically low-achieving. ACE Empower will utilize the strategies as detailed under "Multi-Tiered Support System" and "Schoolwide Differentiation Strategies" above to serve these students and propel them to academic proficiency and high school and college readiness.

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

- Scoring more than one grade below grade level on internal diagnostics or placement exams, such as:
 - Interim Benchmarks across Subject Areas
 - SBAC Interim Assessment Blocks (IABs) in ELA and Math
 - Renaissance Star Reading and Star Math Assessments
- Scoring Level 1 or 2 on the SBAC
- Earning one or more grades of F in a marking period

Students identified as low achieving will participate in the MTSS process, and will be scheduled for individualized learning support within the core classroom instruction, as well as the College Seminar block.

Differentiated Supports

Students receive individual guided practice and remedial coaching through work with core classroom teachers during class and in office hours, through support from after school tutors, and through use of differentiated online learning. All supports are explicitly designed to respond to student achievement data and target student areas of difficulty. Students are also coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work.

Students are grouped for interventions after each 6 – 8 week data cycle. After compiling benchmark data results, school staff:

- Areas of need are identified

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

Third-Party After-School Programming

ACE Empower also partners with an extended day program provider to provide students who need homework support the chance to have dedicated daily Homework Tutorial time with trained staff, as well as daily activities such as athletics, art, or other enrichment activities. Approximately 100 students currently participate in the after school program.

Plan for Academically High-Achieving Students

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

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

- Scoring more than one grade above current grade on internal diagnostics or placement exams, such as:
 - Interim Benchmarks across Subject Areas
 - SBAC Interim Assessment Blocks (IABs) in ELA and Math
 - Renaissance Star Reading and Star Math
- Entering ACE Empower as meeting or exceeding on the SBAC
- Consistently exceeding the standard in the majority of their classes

Academically high-achieving students benefit, as do all students, from ACE Empower's challenging course work. Examples include Literature Circles where they read and discuss texts at their independent reading level in English-Language Arts, Advanced Placement-style

Document-Based Questions and rich primary source materials in History, as well as a daily inquiry-based Math and Science class with an emphasis on developing analytical and critical thinking skills. These courses are complemented by a rich array of on-line learning opportunities which provide students with course work precisely gauged to their ability level.

STUDENTS WITH SPECIAL NEEDS

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

ACE Empower focuses on a responsive services delivery model in order to properly serve all students. ACE Empower builds services around the needs rather than a wholesale adoption of one service model, which prepares us to serve all ranges of disabilities. From our coordinated services delivery model of ELD, MTSS, and Specialized Academic Instruction we hope to move out of Significant Disproportionality, and ensure that every student with an Individualized Education Program is truly disabled and that we have done everything in the various levels of student support before the LEA requests a referral for student assessment.

For the complete ACE Special Education Manual, please see **Appendix 4 – Serving All Students**.

SELPA Affiliation

ACE Empower intends to continue operating as a local educational agency (“LEA”) and a member of the El Dorado County Charter School Special Education Local Plan Area (“SELPA”) in accordance with Education Code Section 47641(a). ACE Empower shall provide the County with written, verifiable assurances of its membership in the SELPA.

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

ACE Empower will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who

qualify for special education. ACE Empower agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

Child Find

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

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

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

Referral for Assessment

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

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

If ACE Empower concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide

written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment. If a parent has difficulty putting the request in writing the LEA and/or ACE Charter Schools will assist the parent in providing translation services and templates to request services so there is no barrier to accessing assessment.

Assessments

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

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

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

ACE Empower will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments will be selected and administered so as not to be racially, culturally, or

sexually discriminatory

- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

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

Development and Implementation of IEP

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

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

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

- The parent or guardian of the student for whom the IEP was developed
- The Student, if appropriate
- The Principal or Principal Designee
- At least one special education teacher
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A SELPA Special Education Representative, if appropriate

- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

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

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

The student's IEP will include the following:

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

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of

the student's progress

- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When ACE Empower seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability

IEP Review

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

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

Unless otherwise specified on the student's IEP, parents will be informed three times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

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

Special Education Strategies for Instruction and Services

As an independent LEA for special education purposes, ACE Empower will offer a comprehensive inclusion program that includes scaffolded and differentiated learning in the core classroom, individual and small group instruction as part of the workshop model, and within the specially

designed flex block that provides daily intervention, extension, enrichment and personalized learning opportunities to students based on need. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, ACE Empower will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

ACE Empower shall comply with Education Code Section 56325 with regard to students transferring into ACE Empower within the academic school year.

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

For students transferring to ACE Empower from another school within the same SELPA, ACE Empower, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and ACE Empower agree to develop and implement a new IEP.

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

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

Non-Public Placements/Non-Public Agencies

ACE Empower shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. ACE Empower shall immediately address all parental requests for services from non-public schools or

agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

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

Reporting

ACE Empower, in collaboration with the chartering authority or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from ACE Empower of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of ACE Empower Principal or Principal Designee. The Principal Designee will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal Designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

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

and meetings to develop their child's IEP.

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

As an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. ACE Empower will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

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

Complaint Procedures

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

SELPA Representation

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

Excess Costs

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

Staffing

As an LEA for special education purposes, ACE Empower will assume responsibility for special

education staffing and service delivery. ACE Empower will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. ACE Empower shall ensure that all special education staff hired or contracted by ACE Empower is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

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

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

- Ensure that all aspects of the IEP are followed
- Arrange for the teacher of the student to attend the team meetings
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines
- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at ACE Empower are involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Charter School Staff

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

As an independent LEA for special education, ACE Empower shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of

Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Section 504 of the Rehabilitation Act

ACE Empower recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Director or Designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a

disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

GOALS AND ACTIONS IN THE STATE PRIORITIES

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

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

8. Student Outcomes

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

ACE Empower acknowledges and agrees that it must comply with all applicable laws and regulations related to Local Control Funding Formula, as they may be amended from time to time, which include the requirement that ACE Empower shall annually submit a Local Control and Accountability Plan /annual update to SCCOE on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, ACE Empower shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. ACE Empower shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that ACE Empower "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e)).

ACE Empower's pupil outcomes, disaggregated by numerically significant subgroups in compliance with Education Code section 47605(c)(5)(A)(ii), are as follows in **Figure A.17** (and repeated in **Element B** as **Figure B.1**).

Figure A.17 Goals, Measures, Actions, and Alignment to State Priorities

PRIORITY 1: Effective School Model for Target Student <i>Provide a learning environment that equitably supports and prepares all students, especially those facing significant academic and personal challenges, for college and life success</i>	
Goal A: Voice and Choice <i>Students will learn and be given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future.</i>	
Outcomes	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> ● The average daily attendance rate will increase by 0.5% annually on average until the goal of 95% is met overall and for all significant subgroups, as measured by attendance audit and reported in CALPADS. ● The percent of students absent more than 10% of the school days (chronic absence) will decrease by 1% annually on average until the goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit and reported on CA Schools Dashboard. ● The suspension rate will be reduced by 0.3% annually on average until the goal of 8% or less is met, overall and for all significant subgroups, as measured by discipline audit and reported on CA Schools Dashboard. ● The expulsion rate will decrease from previous year by 0.5% until the goal of being lower than the closest district school is met, as measured by discipline audit and reported on DataQuest. ● The middle school drop out rate will decrease from previous year by 0.5% until the goal of being lower than the closest district school is met, as measured by exit audit and reported on DataQuest. 	<p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> 3. Parental Involvement 5. Student Engagement 6. School Climate

<p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> • The percent of students who report having strong relationships with ACE staff will increase by 5% annually on average until the goal of 100% is met overall and for all significant subgroups, as measured by student survey. • The percent of students who meet homework expectations will increase by 5% annually on average until the goal of 85% is met overall and for all significant subgroups, as measured by annual audit of homework completion. • The percent of students who complete personal growth goals and reflections on a regular basis that meet quality standards will increase by 5% annually on average until the goal of 85% is met overall and for all significant subgroups, as measured by annual audit. 	
<p>Actions</p>	
<ul style="list-style-type: none"> • Recruitment - Implement a community engagement and new family recruitment strategy that attracts students who have been underserved, and as a result are often disengaged and underachieving. This community outreach will be multilingual and designed to ensure access and attract families and students from all key demographic groups in the ACE Empower neighborhood and the Alum Rock Union Elementary School District. • Agency & Resiliency - Foster a growth mindset through structures that support students in taking ownership of their learning, including College Readiness class, Goal Setting and Reflection, and Student-led Conferences. Implement restorative practices to support reflection, advance positive decision-making, and ensure restoration. • Community - Foster a positive and celebratory school culture through a Culture Calendar of events, experiences, and recognitions. Continue to expand opportunities for family engagement and leadership, including regular <i>Cafecitos</i>, student-led conferences, college readiness workshops, parent panels during professional development, and family inclusion on hiring and decision-making committees (i.e. the Community Task Force focused on COVID-19 response). Actively support parent leadership, parent ambassador, and community ambassador programs. • College Readiness - Engage students in activities that build college knowledge and readiness, leveraging the Sown to Grow platform to support students in developing independent agency in goal setting, work completion, and reflection. 	

- **Professional Development** - Provide ongoing professional development for teachers in strategies and practices to connect with the target student and to support student goal setting and reflection, positive behavior intervention, and restorative practices.

Goal B: Academic and Personal Growth

Students will make sufficient growth both in terms of their academic skills and knowledge as well as their personal capacity to be successful in school and life.

Outcomes	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> ● The percent of English Learners making annual progress toward English fluency will increase by 20% annually on average until the goal of 50% is met, as measured by the ELPAC and reported on the California Schools Dashboard. ● The reclassification rate for English Learners will increase by 10% annually on average until the goal of 45% is met, as measured by reclassification rate and reported on DataQuest. <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> ● The percent of students who meet annual reading growth targets will increase by 5% annually on average until the goal of 90% is met overall and for all significant subgroups, as measured by the Renaissance Star Reading Assessment. ● The percent of students who meet SEL growth targets (or are “green”) will increase by 5% annually on average until the goal of 85% is met overall and for all significant subgroups, as measured by CORE Data Collaborative Social-Emotional Learning survey. 	<p>This work is aligned to the following State Priorities:</p> <ol style="list-style-type: none"> 2. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups 4. Student Achievement 8. Student Outcomes
Actions	
<ul style="list-style-type: none"> ● Curriculum - Adopt and consistently implement core curriculum aligned to the CCSS and NGSS. Leverage supplementary curriculum aligned to the CCSS and NGSS to provide differentiated learning to support students at their level and ensure they progress at their optimal pace. 	

- **Instruction** - Implement high-leverage instructional practices that place the cognitive load on students. Provide differentiated learning in flexible groups to leverage strengths and address needs.
- **Data & Assessment** - Implement a robust Common Core aligned assessment practice that provides ongoing data on student mastery of standards and preparation for college. Support teachers in actively using data to inform instruction and address whole class, small group, and individual needs.
- **Specialized Supports** - Utilize the MTSS framework and a robust special education program to provide scaffolded supports and interventions. Provide integrated and designated ELD instruction for English Learners aligned to the ELD Standards and their language level.
- **Professional Development** - Provide ongoing professional development for teachers on reading instruction in alignment with the National Reading Panel on specifically teaching reading (Phase 1- Vocabulary Development, Phase 2 - Reading Fluency, Phase 3 - Text Comprehension); designing differentiated instruction based on data; implementing MTSS in the classroom; and integrating English language objectives across all subject areas.

Goal C: College Readiness

Students will gain the academic knowledge and skills necessary to succeed in college and beyond

Measures	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> ● The percent of students who are level 3 or 4 in ELA will increase by 5% annually on average above a baseline of results from the first post-COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● The percent of students who are level 3 or 4 in ELA will increase by 5% annually on average above a baseline of results from the first post-COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● The percent of students who are level 1 in ELA will decrease by 5% annually on average above a baseline of results from the first 	<p>This work is aligned to the following State Priorities:</p> <ol style="list-style-type: none"> 1. Quality Teachers, Curriculum, and Facilities 2. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups 4. Student Achievement 8. Student Outcomes

<p>post-COVID state assessments, overall and for all significant subgroups, as measured by the SBAC.</p> <ul style="list-style-type: none"> ● The percent of students who are level 1 in Math will decrease 5% annually on average above a baseline of results from the first post-COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> ● None³¹ 	
<p>Actions</p>	
<ul style="list-style-type: none"> ● Curriculum - Adopt and consistently implement core curriculum aligned to the CCSS and NGSS. Leverage supplementary curriculum aligned to the CCSS and NGSS to provide differentiated learning to support students at their level and ensure they progress at their optimal pace. ● Instruction - Implement high-leverage instructional practices that place the cognitive load on students. Provide differentiated learning in flexible groups to leverage strengths and address needs. ● Data & Assessment - Implement a robust assessment practice that provides ongoing data on student mastery of standards and preparation for college, with interim assessments implemented three times per year for progress monitoring and to drive teacher instructional practices. Support teachers in actively using data to inform instruction and address whole class, small group, and individual needs. ● Professional Development - Provide ongoing professional development and weekly observation and coaching by a dedicated Instructional Coach, to support teachers in deeply understanding the CCSS and NGSS and the schools adopted curriculum, implementing consistent high-leverage strategies that place the cognitive load on students, analyzing data to inform instruction, and designing differentiated learning experiences within the adopted curriculum based on student need. 	
<p>PRIORITY 2: Strong Systems to Support Organizational Impact <i>Provide staff with the information, support and resources necessary for them to ensure students meet academic and personal</i></p>	

³¹ While not applicable to ACE Empower, ACE holds a goal for the High School students in its 5th - 12th grade pipeline of 85% being UC/CSU eligible by the Fall of 12th grade.

Goal A: Effective Communication <i>Transparency around organization-wide and individual goals and expectations ensures staff have the information necessary to make mission- and data-driven decisions to support student achievement</i>	
Measures	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> 100% of teachers hold the appropriate credential for their assignment <p><u>Additional ACE Indicators</u></p> <p>The following are long-term targets for all staff:</p> <ul style="list-style-type: none"> The percent of staff who participate in an annual evaluation based on clear individual performance targets and evaluation protocols aligned to network or schoolwide, departmental, and/or individual goals and expectations, as measured by annual audit, will increase by 5% annually on average toward a long-term target of 100% The percent of staff who have the opportunity to provide annual feedback on their manager and organizational leadership, as measured by annual audit, will increase by 5% annually on average toward a long-term target of 100% The percent of staff who indicate awareness and understanding of the ACE mission, progress toward that mission, as well as relevant annual network or schoolwide, departmental, and/or individual goals will increase by 5% annually on average until the goal of 85% is met, as measured by staff survey 	<p>This work is aligned to the following State Priorities:</p> <ol style="list-style-type: none"> Quality Teachers, Curriculum, and Facilities Student Outcomes
Actions	
<ul style="list-style-type: none"> Professional Development - Provide ongoing professional development and weekly observation and coaching by a dedicated Instructional Coach, to support teachers in deeply 	

understanding the CCSS and NGSS and the schools adopted curriculum, implementing consistent high-leverage strategies that place the cognitive load on students, analyzing data to inform instruction, and designing differentiated learning experiences within the adopted curriculum based on student need.

- **Leadership Capacity** - Support all Instructional Coaches in their ability to coach teachers toward rapid growth through a year-long, intensive training through the Relay Graduate School of Education.
- **Evaluation** - Develop and implement a staff evaluation process focused on rapid growth, along with a 360 degree process for providing feedback.

Goal B: Protocols to Support Continuous Improvement

The most important school-based and operational practices and protocols are clearly defined, communicated and their impact regularly measured.

Measures	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> ● None <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> ● The percent of students and families who report awareness of, and satisfaction with support and interventions will increase by 5% annually on average until the goal of 85% is met overall and for all significant subgroups, as measured by survey. ● The percent of staff and Board who report data is used effectively to support achievement of network- or schoolwide, departmental, and/or individual goals will increase by 5% annually on average until the goal of 85% is met, as measured by survey. ● The percent of staff and Board who report effective, accessible protocols are in place to support achievement of network- or schoolwide, departmental, and/or individual goals will increase by 5% annually on average until the goal of 85% is met, as measured by survey. 	<p>This work is aligned to the following State Priorities:</p> <ol style="list-style-type: none"> 1. Quality Teachers, Curriculum, and Facilities 2. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups 3. Parental Involvement 4. Student Achievement
<p>Actions</p>	

<ul style="list-style-type: none"> ● Data & Assessment - Implement a robust assessment practice that provides ongoing data on student mastery of standards and preparation for college. Support teachers in actively using data to inform instruction and address whole class, small group, and individual needs. Provide central office support, via a data position, to gather, store, and disseminate data in an easy to use format. ● Specialized Supports - Utilize the MTSS framework to provide scaffolded supports and interventions. Provide integrated and designated ELD instruction for English Learners aligned to the ELDS and their language level. ● Professional Development - Provide ongoing professional development for teachers in deeply understanding the CCSS and NGSS and the schools adopted curriculum, implementing consistent high-leverage strategies that place the cognitive load on students, analyzing data to inform instruction, and designing differentiated learning experiences within the adopted curriculum based on student need. ● Coaching - Support all teachers in implementation of standards-aligned and data-informed curriculum, via an Instructional Coach for every teacher who provides observation and feedback on a weekly basis. 	
<p>Goal C: High-Impact, Mission-Driven Staff <i>Staff receive clear direction and sufficient support to both implement best practices with fidelity and respond to data to address identified strengths and growth areas.</i></p>	
<p>Measures</p>	<p>Alignment</p>

<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> • None <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> • The percent of staff who meet annual performance targets and personal growth goals will increase by 5% annually on average until the goal of 85% is met, as measured by annual audit. • The percent of staff who indicate that training and coaching they receive is sufficient to meet organizational, departmental, and/or individual goals will increase by 5% annually on average until the goal of 85% is met, as measured by survey. 	<p>This work is aligned to the following State Priorities:</p> <ol style="list-style-type: none"> 1. Quality Teachers, Curriculum, and Facilities 4. Student Achievement
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Actions

<ul style="list-style-type: none"> • Hiring - Actively recruit, hire, and retain a staff that reflects the diversity of the student body. • Professional Development - Provide ongoing professional development for teachers in deeply understanding the CCSS and NGSS and the schools adopted curriculum, implementing consistent high-leverage strategies that place the cognitive load on students, analyzing data to inform instruction, and designing differentiated learning experiences within the adopted curriculum based on student need. • Coaching - Support all teachers in implementation of standards-aligned and data-informed curriculum, via an Instructional Coach for every teacher who provides observation and feedback on a weekly basis. • Alignment - Create and implement a staff management process aligned to strategic priorities. 	
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PRIORITY 3: Strong Systems to Support Organizational Impact

Develop sustainable, high-impact school and organizational model to better serve students and families.

Goal A: Community Commitment, Support <i>All critical stakeholders commit to and support ACE at a level that enables the organization to meet its mission</i>	
Measures	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> All schools receive highest attainable charter renewal term <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update Sufficient private funds and resources are raised for full implementation of ACE’s school model and central office support structure 	<p>Base Funds</p> <ol style="list-style-type: none"> Quality Teachers, Curriculum, and Facilities Student Outcomes
Actions	
<ul style="list-style-type: none"> Human Resources - Hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions Instructional Program - Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations. Contract professional services to support instructional program, including regular year, extended year, and extended day Operations - Contract professional services to support operations, including student recruitment, records, and annual audit. Purchase and maintain equipment necessary to support the program, including furniture, office equipment, hardware, and software. Finance - Continue to develop and implement all necessary systems around budget projections and revenue/expense reporting to ensure effective, responsible use of public funds to support student success Fundraising - Continue to build ACE’s network of community support to provide funding for enhancements to the ACE Empower 	

core curricular and school culture model (i.e. college field trips, community events, etc.)	
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ELEMENT B - MEASURABLE STUDENT OUTCOMES

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

SCHOOLWIDE OUTCOMES

The ACE network has developed a five-year Strategic Plan, which identifies the priorities and goals for students, staff, and the organization. The following is a summary of the priorities and goals from the Strategic Plan, these goals provide additional context and focus for many of ACE Empower’s Measurable Pupil Outcomes.

Priority 1 - Effective School Model For Target Student

ACE Empower is dedicated to providing a learning environment that equitably supports and prepares all students, especially those facing significant academic and personal challenges, for college and life success. Toward that end, it holds three goals that in turn drive the Measurable Pupil Outcomes:

1. **Voice and Choice** - Students learn and are given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future.
2. **Academic and Personal Growth** - Students make sufficient growth both in terms of their academic skills and knowledge as well as their personal capacity to be successful in school and life.
3. **College Readiness** - Students gain the academic knowledge and skills necessary to succeed in college and beyond.

Priority 2 - Strong Systems To Support Organizational Impact

ACE Empower is dedicated to providing staff with the information, support and resources necessary for them to ensure students meet academic and personal goals. These systems are at the core of the data driven practice, ensuring that staff have both the qualitative and quantitative data to continuously improve their practice in service of advancing achievement for

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students. Toward that end, it holds three goals that in turn provide the foundation for achieving the Measurable Pupil Outcomes:

1. Effective Communication

Transparency around organization-wide and individual goals and expectations ensures staff have the information necessary to make mission- and data-driven decisions to support student achievement.

2. Protocols to Support Continuous Improvement

The most important school-based and operational practices and protocols are clearly defined, communicated and their impact regularly measured.

3. High-Impact, Mission-Driven Staff

Staff receive clear direction and sufficient support to both implement best practices with fidelity and respond to data to address identified strengths and growth areas.

Priority 3: Provide Target Students with an Educational Model Designed to Best Promote College, Life Success

The ACE network is dedicated to developing a sustainable, high-impact school and organizational model to better serve students and families. While these goals are not directly linked to Measurable Pupil Outcomes, they speak to ACE's commitment to working with its stakeholders and to continuous improvement.

1. Community Commitment, Support

All critical stakeholders commit to and support ACE at a level that enables the organization to meet its mission.

2. National Model to Better Serve Target Students³²

ACE looks to engage with local and national partners to share and acquire learning to improve schooling for highest-need students. As a result, ACE is able to continue to improve its model and have impact beyond its current students.

The 2021-26 Strategic Plan is further described in **Element A** as it relates to the Educational Program at ACE Empower.

³² Please note that the goal of providing a model to share nationally is a goal for the ACE network as a whole and not ACE Empower specifically. As a result, there are no specific measurable outcomes in Element B aligned with this goal.

OUTCOMES IN ALIGNMENT WITH STATE PRIORITIES

The Strategic Plan provides long-term goals for the ACE organization and ACE Empower. In alignment with Education Code Section 47605(c)(5)(B) and 52060(d), ACE Empower has set intermediate goals and achievement milestones which align to:

- The mission, curriculum, and assessments of ACE Empower
- The California Schools Dashboard and the Eight State Priorities

These goals and measures, along with correlating actions, are the basis of ACE Empower's Local Control and Accountability Plan. At the classroom level, benchmark skills and specific content-area skills are identified, monitored, and assessed that build toward these goals. If data should indicate that the school is not meeting these intermediate goals and measures, the school will modify its program to improve performance in that area and these modifications will be reflected in the LCAP Annual Update. ACE Empower shall comply with all applicable laws and regulations related to the Local Control Funding Formula, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

ACE Empower's outcomes are detailed in **Figure B.1** below, which align with the state priorities and the charter school's goals and actions to achieve the state priorities, as identified in **Element A** of the charter.

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

PRIORITY 1: Effective School Model for Target Student	
<i>Provide a learning environment that equitably supports and prepares all students, especially those facing significant academic and personal challenges, for college and life success</i>	
Goal A: Voice and Choice <i>Students will learn and be given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future.</i>	
Outcomes	Alignment
ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets: <u>CDE Indicators</u> <ul style="list-style-type: none"> • The average daily attendance rate will increase by 0.5% annually on average until the goal of 95% is met overall and for all significant 	This work is aligned to the following State Priorities: 4. Parental Involvement

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<p>subgroups, as measured by attendance audit and reported in CALPADS.</p> <ul style="list-style-type: none"> ● The percent of students absent more than 10% of the school days (chronic absence) will decrease by 1% annually on average until the goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit and reported on CA Schools Dashboard. ● The suspension rate will be reduced by 0.3% annually on average until the goal of 8% or less is met, overall and for all significant subgroups, as measured by discipline audit and reported on CA Schools Dashboard. ● The expulsion rate will decrease from previous year by 0.5% until the goal of being lower than the closest district school is met, as measured by discipline audit and reported on DataQuest. ● The middle school drop out rate will decrease from previous year by 0.5% until the goal of being lower than the closest district school is met, as measured by exit audit and reported on DataQuest. <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> ● The percent of students who report having strong relationships with ACE staff will increase by 5% of baseline annually on average until the goal of 100% is met overall and for all significant subgroups, as measured by student survey. ● The percent of students who meet homework expectations will increase by 5% of baseline annually on average until the goal of 85% is met overall and for all significant subgroups, as measured by annual audit of homework completion. ● The percent of students who complete personal growth goals and reflections on a regular basis that meet quality standards will increase by 5% of baseline annually on average until the goal of 85% is met overall and for all significant subgroups, as measured by annual audit. 	<p>7. Student Engagement</p> <p>8. School Climate</p>
<p>Actions</p>	
<ul style="list-style-type: none"> ● Recruitment - Implement a community engagement and new family recruitment strategy 	

that attracts students who have been underserved, and as a result are often disengaged and underachieving. This community outreach will be multilingual and designed to ensure access and attract families and students from all key demographic groups in the ACE Empower neighborhood and the Alum Rock Union Elementary School District.

- **Agency & Resiliency** - Foster a growth mindset through structures that support students in taking ownership of their learning, including College Readiness class, Goal Setting and Reflection, and Student-led Conferences. Implement restorative practices to support reflection, advance positive decision-making, and ensure restoration.
- **Community** - Foster a positive and celebratory school culture through a Culture Calendar of events, experiences, and recognitions. Continue to expand opportunities for family engagement and leadership, including regular *Cafecitos*, student-led conferences, college readiness workshops, parent panels during professional development, and family inclusion on hiring and decision-making committees (i.e. the Community Task Force focused on COVID-19 response). Actively support parent leadership, parent ambassador, and community ambassador programs.
- **College Readiness** - Engage students in activities that build college knowledge and readiness, leveraging the Sown to Grow platform to support students in developing independent agency in goal setting, work completion, and reflection.
- **Professional Development** - Provide ongoing professional development for teachers in strategies and practices to connect with the target student and to support student goal setting and reflection, positive behavior intervention, and restorative practices.

Goal B: Academic and Personal Growth

Students will make sufficient growth both in terms of their academic skills and knowledge as well as their personal capacity to be successful in school and life.

Outcomes	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> ● The percent of English Learners making annual progress toward English fluency will increase by 20% of baseline annually on average until the goal of 50% is met, as measured by the ELPAC and reported on the California Schools Dashboard. 	<p>This work is aligned to the following State Priorities:</p> <p>3. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups</p>

<ul style="list-style-type: none"> ● The reclassification rate for English Learners will increase by 10% of baseline annually on average until the goal of 45% is met, as measured by reclassification rate and reported on DataQuest. <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> ● The percent of students who meet annual reading growth targets will increase by 5% of baseline annually on average until the goal of 90% is met overall and for all significant subgroups, as measured by the Renaissance Star Reading Assessment. ● The percent of students who meet SEL growth targets (or are “green”) will increase by 5% of baseline annually on average until the goal of 85% is met overall and for all significant subgroups, as measured by CORE Data Collaborative Social-Emotional Learning survey. 	<p>5. Student Achievement</p> <p>9. Student Outcomes</p>
<p>Actions</p>	
<ul style="list-style-type: none"> ● Curriculum - Adopt and consistently implement core curriculum aligned to the CCSS and NGSS. Leverage supplementary curriculum aligned to the CCSS and NGSS to provide differentiated learning to support students at their level and ensure they progress at their optimal pace. ● Instruction - Implement high-leverage instructional practices that place the cognitive load on students. Provide differentiated learning in flexible groups to leverage strengths and address needs. ● Data & Assessment - Implement a robust Common Core aligned assessment practice that provides ongoing data on student mastery of standards and preparation for college. Support teachers in actively using data to inform instruction and address whole class, small group, and individual needs. ● Specialized Supports - Utilize the MTSS framework and a robust special education program to provide scaffolded supports and interventions. Provide integrated and designated ELD instruction for English Learners aligned to the ELD Standards and their language level. ● Professional Development - Provide ongoing professional development for teachers on reading instruction in alignment with the National Reading Panel on specifically teaching reading (Phase 1- Vocabulary Development, Phase 2 - Reading Fluency, Phase 3 - Text Comprehension); designing differentiated instruction based on data; implementing MTSS in 	

the classroom; and integrating English language objectives across all subject areas.

Goal C: College Readiness

Students will gain the academic knowledge and skills necessary to succeed in college and beyond

Measures	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> ● The percent of students who are level 3 or 4 in ELA will increase by 5% of baseline annually on average above a baseline of results from the first post-COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● The percent of students who are level 3 or 4 in ELA will increase by 5% of baseline annually on average above a baseline of results from the first post-COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● The percent of students who are level 1 in ELA will decrease by 5% annually of baseline on average above a baseline of results from the first post-COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● The percent of students who are level 1 in Math will decrease by 5% of baseline annually on average above a baseline of results from the first post-COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> ● None³³ 	<p>This work is aligned to the following State Priorities:</p> <ol style="list-style-type: none"> 3. Quality Teachers, Curriculum, and Facilities 4. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups 5. Student Achievement 9. Student Outcomes
<h3>Actions</h3>	
<ul style="list-style-type: none"> ● Curriculum - Adopt and consistently implement core curriculum aligned to the CCSS and 	

³³ While not applicable to ACE Empower, ACE holds a goal for the High School students in its 5th - 12th grade pipeline of 85% being UC/CSU eligible by the Fall of 12th grade.

NGSS. Leverage supplementary curriculum aligned to the CCSS and NGSS to provide differentiated learning to support students at their level and ensure they progress at their optimal pace.

- **Instruction** - Implement high-leverage instructional practices that place the cognitive load on students. Provide differentiated learning in flexible groups to leverage strengths and address needs.
- **Data & Assessment** - Implement a robust assessment practice that provides ongoing data on student mastery of standards and preparation for college, with interim assessments implemented three times per year for progress monitoring and to drive teacher instructional practices. Support teachers in actively using data to inform instruction and address whole class, small group, and individual needs.
- **Professional Development** - Provide ongoing professional development and weekly observation and coaching by a dedicated Instructional Coach, to support teachers in deeply understanding the CCSS and NGSS and the schools adopted curriculum, implementing consistent high-leverage strategies that place the cognitive load on students, analyzing data to inform instruction, and designing differentiated learning experiences within the adopted curriculum based on student need.

PRIORITY 2: Strong Systems to Support Organizational Impact

Provide staff with the information, support and resources necessary for them to ensure students meet academic and personal

Goal A: Effective Communication

Transparency around organization-wide and individual goals and expectations ensures staff have the information necessary to make mission- and data-driven decisions to support student achievement

Measures	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> ● 100% of teachers hold the appropriate credential for their assignment <p><u>Additional ACE Indicators</u></p> <p>The following are long-term targets for all staff:</p>	<p>This work is aligned to the following State Priorities:</p> <p>2. Quality Teachers, Curriculum, and Facilities</p> <p>9. Student Outcomes</p>

<ul style="list-style-type: none"> ● The percent of staff who participate in an annual evaluation based on clear individual performance targets and evaluation protocols aligned to network or schoolwide, departmental, and/or individual goals and expectations, as measured by annual audit, will increase by 5% annually on average toward a long-term target of 100% ● The percent of staff who have the opportunity to provide annual feedback on their manager and organizational leadership, as measured by annual audit, will increase by 5% annually on average toward a long-term target of 100% ● The percent of staff who indicate awareness and understanding of the ACE mission, progress toward that mission, as well as relevant annual network or schoolwide, departmental, and/or individual goals will increase by 5% annually on average until the goal of 85% is met, as measured by staff survey 	
Actions	
<ul style="list-style-type: none"> ● Professional Development - Provide ongoing professional development and weekly observation and coaching by a dedicated Instructional Coach, to support teachers in deeply understanding the CCSS and NGSS and the schools adopted curriculum, implementing consistent high-leverage strategies that place the cognitive load on students, analyzing data to inform instruction, and designing differentiated learning experiences within the adopted curriculum based on student need. ● Leadership Capacity - Support all Instructional Coaches in their ability to coach teachers toward rapid growth through a year-long, intensive training through the Relay Graduate School of Education. ● Evaluation - Develop and implement a staff evaluation process focused on rapid growth, along with a 360 degree process for providing feedback. 	
Goal B: Protocols to Support Continuous Improvement <i>The most important school-based and operational practices and protocols are clearly defined, communicated and their impact regularly measured.</i>	
Measures	Alignment
ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:	This work is aligned to the following State Priorities:

<p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> • None <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> • The percent of students and families who report awareness of, and satisfaction with support and interventions will increase by 5% of baseline annually on average until the goal of 85% is met overall and for all significant subgroups, as measured by survey. • The percent of staff and Board who report data is used effectively to support achievement of network- or schoolwide, departmental, and/or individual goals will increase by 5% of baseline annually on average until the goal of 85% is met, as measured by survey. • The percent of staff and Board who report effective, accessible protocols are in place to support achievement of network- or schoolwide, departmental, and/or individual goals will increase by 5% of baseline annually on average until the goal of 85% is met, as measured by survey. 	<ul style="list-style-type: none"> 2. Quality Teachers, Curriculum, and Facilities 4. Alignment to and Implementation of the CCSS, with support for ELs and other subgroups 5. Parental Involvement 5. Student Achievement
Actions	
<ul style="list-style-type: none"> • Data & Assessment - Implement a robust assessment practice that provides ongoing data on student mastery of standards and preparation for college. Support teachers in actively using data to inform instruction and address whole class, small group, and individual needs. Provide central office support, via a data position, to gather, store, and disseminate data in an easy to use format. • Specialized Supports - Utilize the MTSS framework to provide scaffolded supports and interventions. Provide integrated and designated ELD instruction for English Learners aligned to the ELDS and their language level. • Professional Development - Provide ongoing professional development for teachers in deeply understanding the CCSS and NGSS and the schools adopted curriculum, implementing consistent high-leverage strategies that place the cognitive load on students, analyzing data to inform instruction, and designing differentiated learning experiences within the adopted curriculum 	

<p>based on student need.</p> <ul style="list-style-type: none"> ● Coaching - Support all teachers in implementation of standards-aligned and data-informed curriculum, via an Instructional Coach for every teacher who provides observation and feedback on a weekly basis. 	
<p>Goal C: High-Impact, Mission-Driven Staff <i>Staff receive clear direction and sufficient support to both implement best practices with fidelity and respond to data to address identified strengths and growth areas.</i></p>	
Measures	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> ● None <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> ● The percent of staff who meet annual performance targets and personal growth goals will increase by 5% of baseline annually on average until the goal of 85% is met, as measured by annual audit. ● The percent of staff who indicate that training and coaching they receive is sufficient to meet organizational, departmental, and/or individual goals will increase by 5% of baseline annually on average until the goal of 85% is met, as measured by survey. 	<p>This work is aligned to the following State Priorities:</p> <ol style="list-style-type: none"> 2. Quality Teachers, Curriculum, and Facilities 5. Student Achievement
Actions	
<ul style="list-style-type: none"> ● Hiring - Actively recruit, hire, and retain a staff that reflects the diversity of the student body. ● Professional Development - Provide ongoing professional development for teachers in deeply understanding the CCSS and NGSS and the schools adopted curriculum, implementing consistent high-leverage strategies that place the cognitive load on students, analyzing data to inform instruction, and designing differentiated learning experiences within the adopted curriculum based on student need. 	

<ul style="list-style-type: none"> ● Coaching - Support all teachers in implementation of standards-aligned and data-informed curriculum, via an Instructional Coach for every teacher who provides observation and feedback on a weekly basis. ● Alignment - Create and implement a staff management process aligned to strategic priorities. 	
<p>PRIORITY 3: Strong Systems to Support Organizational Impact</p> <p><i>Develop sustainable, high-impact school and organizational model to better serve students and families.</i></p>	
<p>Goal A: Community Commitment, Support</p> <p><i>All critical stakeholders commit to and support ACE at a level that enables the organization to meet its mission</i></p>	
Measures	Alignment
<p>ACE Empower will make growth from the 2020-21 Baseline toward the following long-term targets:</p> <p><u>CDE Indicators</u></p> <ul style="list-style-type: none"> ● All schools receive highest attainable charter renewal term <p><u>Additional ACE Indicators</u></p> <ul style="list-style-type: none"> ● Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update ● Sufficient private funds and resources are raised for full implementation of ACE’s school model and central office support structure 	<p>Base Funds</p> <p>2. Quality Teachers, Curriculum, and Facilities</p> <p>9. Student Outcomes</p>
Actions	
<ul style="list-style-type: none"> ● Human Resources - Hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions ● Instructional Program - Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations. Contract professional services to support 	

<p>instructional program, including regular year, extended year, and extended day</p> <ul style="list-style-type: none"> ● Operations - Contract professional services to support operations, including student recruitment, records, and annual audit. Purchase and maintain equipment necessary to support the program, including furniture, office equipment, hardware, and software. ● Finance - Continue to develop and implement all necessary systems around budget projections and revenue/expense reporting to ensure effective, responsible use of public funds to support student success ● Fundraising - Continue to build ACE’s network of community support to provide funding for enhancements to the ACE Empower core curricular and school culture model (i.e. college field trips, community events, etc.) 	
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Annual Update

By July 1, 2021, and annually thereafter ACE Empower shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a)(1)-(2):

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

The LCAP and any revisions necessary to implement the LCAP - including outcomes, methods of measurement, and actions listed below - shall not be considered a material revision to the charter, and shall be maintained by the charter school at the school site and submitted to the Authorizer on an annual basis.

EVIDENCE OF MEETING CHARTER RENEWAL CRITERIA

ACE Empower has achieved the “Middle-Track” threshold for charter renewal, as designated by the California Department of Education per Education Code section 47607.2(b)(2). This designation places it in consideration for a five-year charter renewal by the Authorizer.

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the tiers has unique qualifying criteria.

ACE Empower fits into the middle tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

DASHBOARD PERFORMANCE

ACE Empower’s schoolwide Dashboard state indicators and, for comparison purposes, the dashboard indicators for the State and Mathson (the closest middle school), are provided in **Figure B.2** for the 2017-18 and 2018-19 school years. As demonstrated, ACE Empower

performed better than the State in English Learner Progress in 2019, placing it in the Middle Tier for charter renewal. **Figure B.3** provides data on ACE Empower’s Local Indicators which were all met.

Figure B.2 ACE Empower Dashboard State Indicators, 2018-2019

ACE Empower Dashboard Indicators						
	2018			2019		
Indicator	ACE Empower	State	Mathson	ACE Empower	State	Mathson
English Language Arts	Red	Orange	Orange	Red	Green	Red
Mathematics	Yellow	Orange	Red	Orange	Orange	Red
Chronic Absenteeism	Yellow	Yellow	Red	Yellow	Orange	Red
Suspension Rate	Yellow	Yellow	Red	Orange	Yellow	Green
English Learner Progress	65.1% Well Developed and Moderately Developed	65.2% Well Developed and Moderately Developed	55% Well Developed and Moderately Developed	Medium 49%	Medium 48.3%	Low 44.4%

Source: caschooldashboard.org

Figure B.3 ACE Empower 2019 Dashboard Local Indicators

ACE Empower - Dashboard Local Indicators	
Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

Source: caschooldashboard.org

MEASURABLE INCREASES IN ACADEMIC PERFORMANCE

Charter Schools in the middle track must also meet the following requirement:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

ACE Empower has made progress in its goal to promote sufficient growth for students in terms of both their academic skills and knowledge as well as their personal capacity to be successful in school and life. In doing so, it has ensured that pupil academic achievement for all groups of students served reflects one year of progress for each year in school, in alignment with Education Code section 47607.2.

English Language Fluency

Given that 91% of ACE Empower students speak English as a second language - and 63% of students are currently ELs - developing proficiency in the English language is paramount. ACE developed and has implemented a multi-year plan for strengthening both Integrated and Designated ELD, which is seeing results at ACE Empower. As seen in **Figure B.4**, the English Learner Progress indicator on the California School Dashboard is above the state average, as well as above Mathson and ARUSD.

Figure B.4 English Learner Progress

2018-19 English Learner Progress				
	ACE Empower	Mathson	ARUSD	CA
Overall Progress	49%	44%	41%	48%
EL Gained > One Level	47%	37%	39%	43%
EL Maintained Level 4	2%	7%	2%	5%
EL Maintained < levels 1-3	29%	34%	36%	32%
EL Decreased > one level	22%	21%	23%	20%

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Source: <https://www.caschooldashboard.org/>

ELA and Math Proficiency

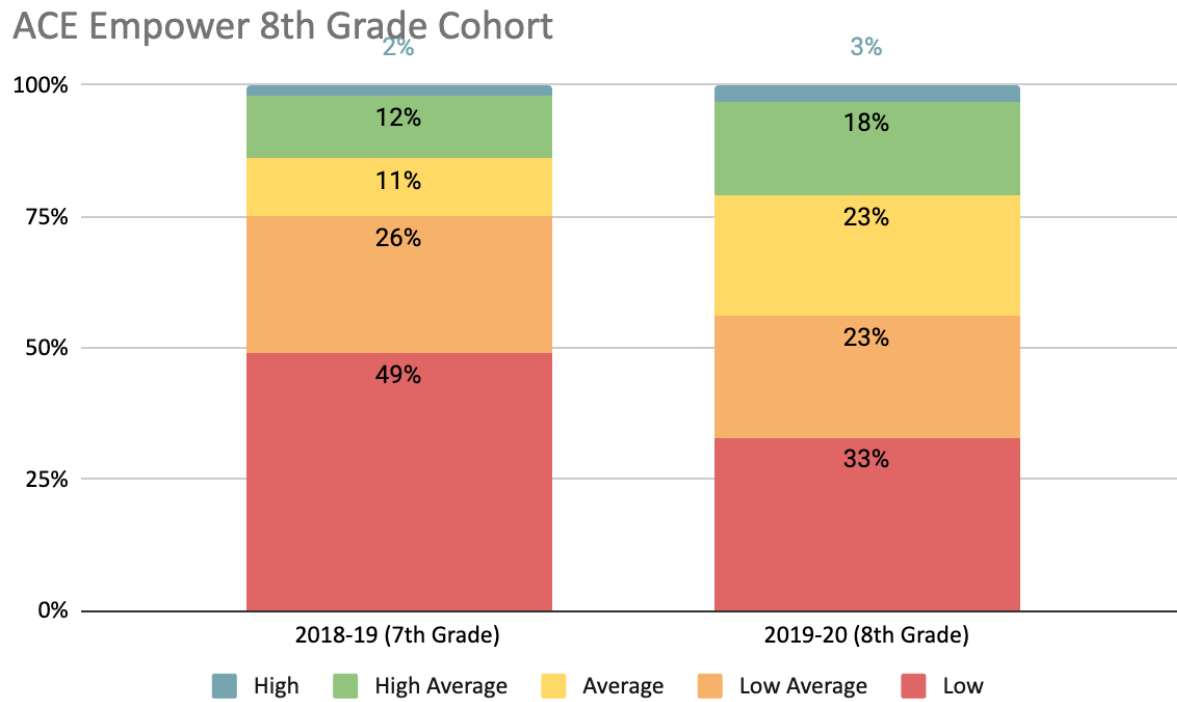
Given that over half of ACE Empower incoming 5th and 6th graders come in two or more years below grade level, ACE Empower actively works to promote academic growth. ACE evaluates schools effectiveness in this area based on multiple internal and external data streams, including the California Assessment of Student Performance and Progress (CAASPP) interim and summative measures and ,historically, the NWEA Measures of Academic Progress (MAP).³⁴

NWEA MAP

Along with English Language fluency, literacy provides the necessary foundation for future academic growth as over half of incoming 5th and 6th grade students enter two or more years below grade level. ACE Empower has utilized the NWEA MAP assessment over the 2016-21 charter term, to monitor its work in moving student Reading proficiency - both in terms of moving students out of the lower quintiles and into the upper ones. **Figure B.5** demonstrates the growth seen over the past two years with the current 8th grade graduating class - an important measure as there is not data available for the prior two years in CAASPP. As illustrated, not only did students make one year progress - which would result in the same distribution year to year - they made significant gains, dramatically reducing the students who were still in the Lowest band and significantly increasing the percentage of students in the High Average band.

³⁴ The NWEA has been used over the 2016-21 charter terms, providing critical data on both proficiency levels and growth for incoming and current students. The NWEA has since been phased out, with 2019-20 being the last year of implementation. It is being replaced with the CAASPP Interim Assessment Blocks (IABs) and Interim Comprehensive Assessment (ICA), in conjunction with the Renaissance Star Reading and Star Math assessments.

Figure B.5 NWEA MAP Data - 8th Grade Cohort



Source: NWEA MAP

California Assessment of Student Performance and Progress (CAASPP)

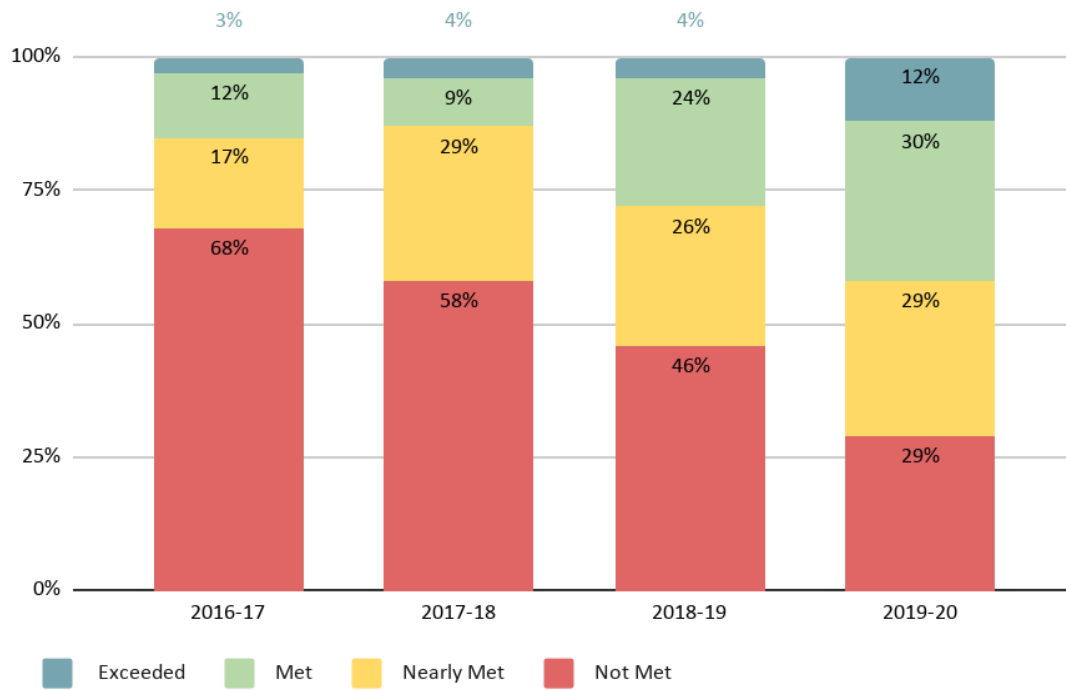
Prior to the COVID-19 pandemic and closure of schools, ACE Empower students made considerable gains. While there was not a 2019-20 testing administration of the Summative SBAC, ACE Empower administered the Interim Comprehensive Assessment (ICA) in March.³⁵ Given over half of incoming 5th and 6th grade students come in over two years below grade level, seeing visible growth across bands can be difficult in the first few years at ACE Empower as many students are moving within the “Standard Not Met” band. However, by the end of their four years at the school, clear movement becomes apparent.

In looking at the ICA for the graduating cohort of 8th graders over time in **Figure B.6**, we see that students not only made a year of progress - which would mean staying at the same level - but significantly increased their proficiency rates indicating that they made more than one year of progress each year to move up in the bands. This is the case in both ELA and Math, as seen on the following two pages.

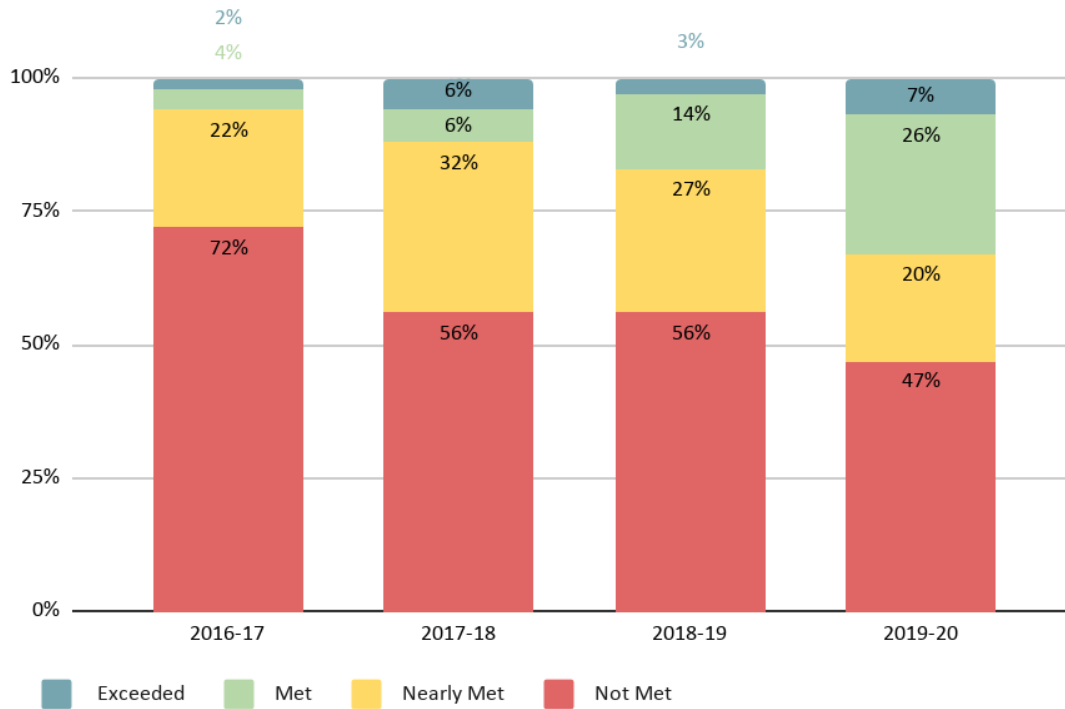
³⁵ The Interim Assessment Blocks (IABs), which are formative and cover a specific “block” of content are administered in Fall and Winter. The ICA, which is summative, is given in March.

Figure B.6 ICAs - 8th Grade Cohort Over Time

8th Grade Cohort - ELA ICAs



8th Grade Cohort - Math ICAs

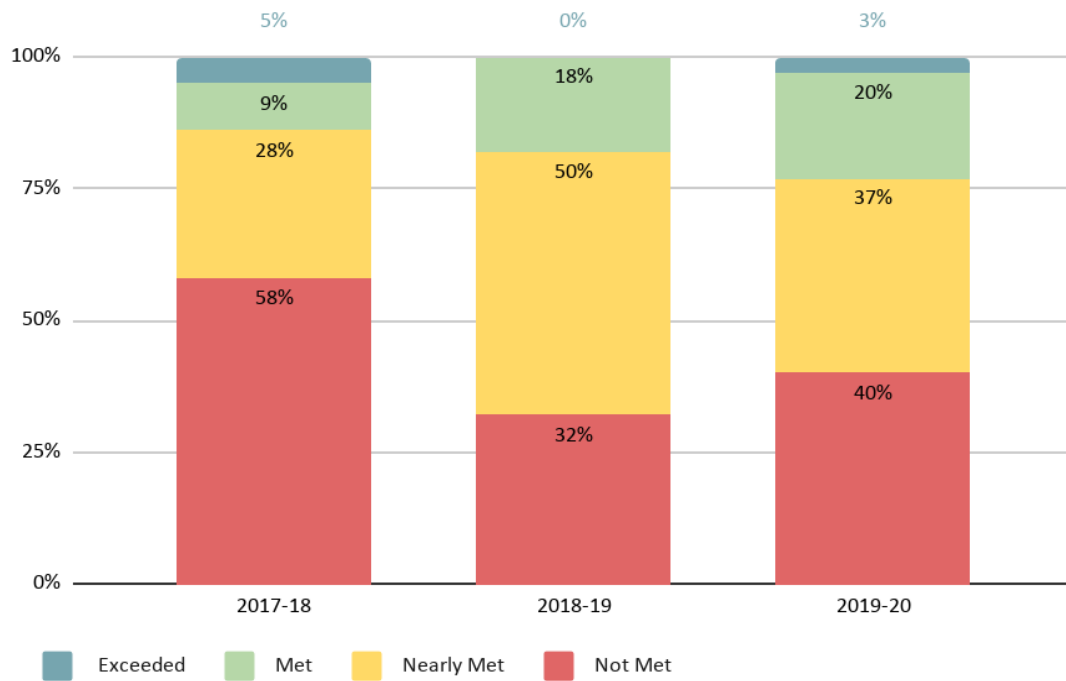


Source: CAASPP ICA

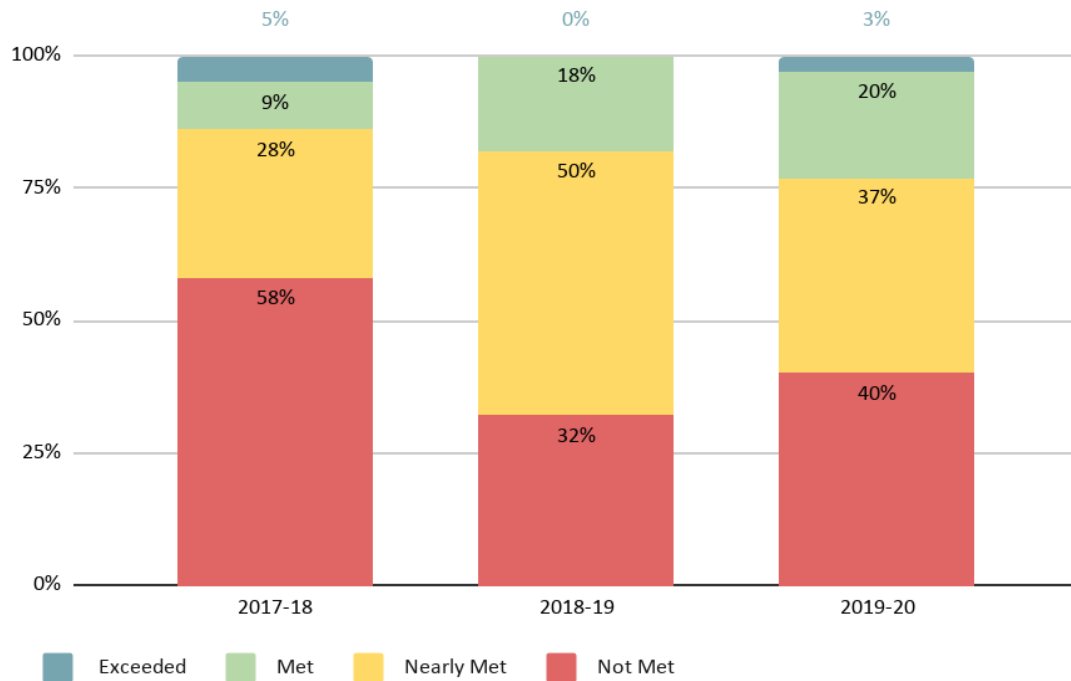
In looking at the 7th Grade Cohort in **Figure B.7** on the following two pages, students increased their proficiency bands over the two year period from 2017 to 2019. The bands of proficiency were stronger in 2019-20 than in 2017-18, with a large increase between 2017-18 and 2018-19 in both ELA and Math, then a slight increase at both the Exceeded and Met Standard levels but also a slight increase in the Not Met Standard between 2018-19 and 2019-20.

Figure B.7 ICAs 7th Grade Cohort Over Time

7th Grade Cohort - Math ICAs



7th Grade Cohort - ELA ICAs

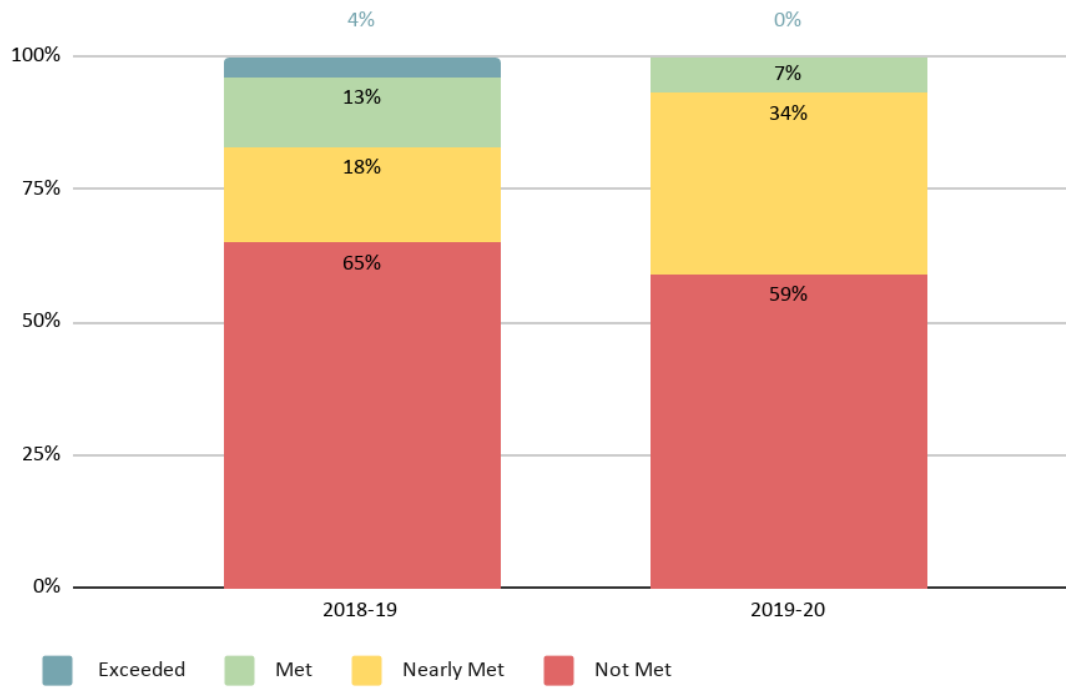


Source: CAASPP ICA

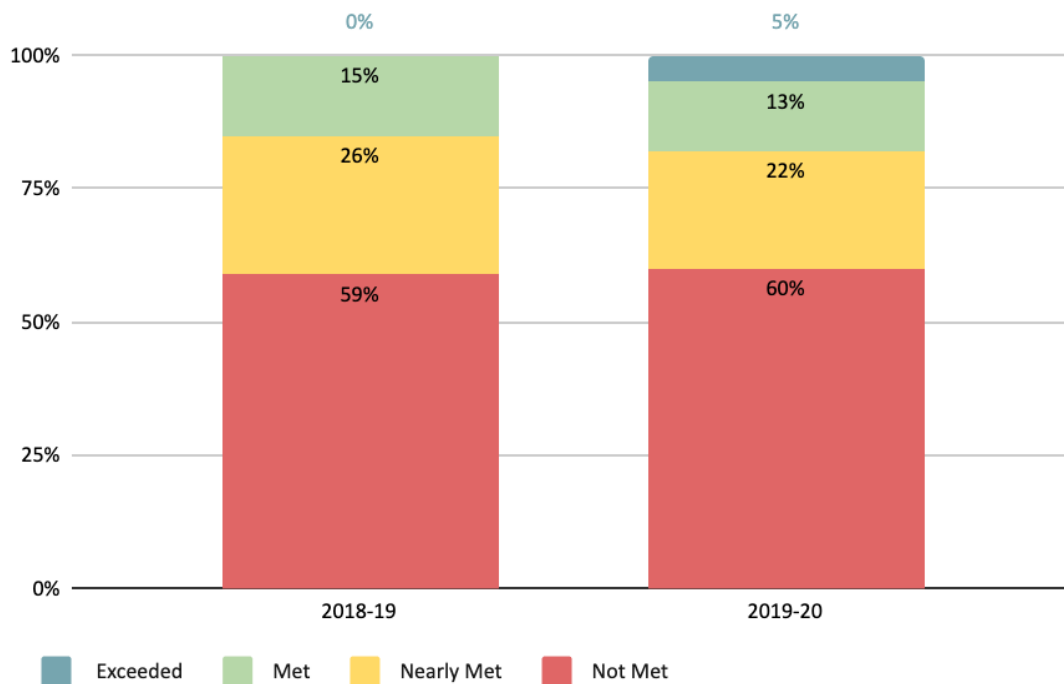
Finally, in looking at the 6th Grade cohort in **Figure B.8** we see more stable band levels as the majority of students are still moving within the Not Met Standard band. This said, the overall number of students who Nearly Met, Met, or Exceeded Standard versus the number of Standard Not Met students stayed stable, indicating an average year of growth across the bands (though some movement between the upper bands).

Figure B.8 6th Grade Cohort ICAs Over Time

6th Grade Cohort - Math ICAs



6th Grade Cohort - ELA ICAs



Source: CAASPP ICA

MEASURABLE INCREASES IN ENGAGEMENT

ACE Empower works diligently with students to overcome their disconnect from school and help them not only see college as a possibility, but be prepared for it. This work begins with engagement - and progress is seen in the attendance, chronic absence, suspension, and middle school drop-out rates.

Attendance & Chronic Absence

ACE Empower students want to be at school, as seen in the attendance and chronic absence rates in **Figure B.9** and **Figure B.10** respectively. Average Daily Attendance rates have consistently increased - evidence that students feel welcome and are developing a commitment to their future and learning.

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Figure B.9

ACE Empower Average Daily Attendance Rates				
	2019-20	2018-19	2017-18	2016-17
Overall	95%	94%	93%	93%
Low-income	95%	95%	94%	93%
Latino	96%	94%	93%	93%
English Learner (EL)	95%	94%	93%	93%
SPED	94%	93%	93%	93%

Source: CALPADS

ACE Empower is currently Yellow on the California School Dashboard for Chronic Absence and has a significantly lower rate than Mathson, the school students would otherwise attend. This said, the rate has stayed flat for the two years it has been reported on the Dashboard and is higher than desired. ACE Empower will continue its work to decrease these rates in the next charter term, with a specific focus on students with special needs.

Figure B.10 Chronic Absence

2017-18 and 2018-19 Chronic Absence				
	ACE Empower		Mathson	
	2018-19	2017-18	2018-19	2017-18
Overall	17%	17%	38%	37%
Low-income	16%	17%	40%	39%
Latino	17%	17%	46%	45%
EL	17%	17%	41%	44%
SPED	25%	22%	53%	54%

Source: <https://www.caschooldashboard.org/>

Suspension

Once at school, ACE Empower students experience a safe, welcoming, and encouraging environment. The school has taken deliberate steps to reduce the suspension rate, overall and across subgroups with intentional focus on students with special needs. This has included training on behavior intervention, de-escalation, and restorative justice practices. As a result, there has been a steady decline in suspension rates overall and across subgroups as seen in **Figure B.11**. ACE Empower is currently Orange on the California School Dashboard for this indicator, with two subgroups in Yellow (Low-income and EL) and two subgroups in Orange (Latino and students with disabilities). Performance as compared to Mathson has varied, as

suspension rates at that school went drastically up and then drastically down over the past three years.

Figure B.11 Suspension Rates Over Time

2016-17, 2017-18 and 2018-19 Suspension Rates*							
	ACE Empower				Mathson		
	2019-20**	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
Overall	8%	10%	10%	16%	4%	19%	13%
Low-income	7%	9%	10%	17%	5%	19%	14%
Latino	8%	10%	10%	17%	5%	20%	14%
EL	11%	11%	12%	19%	6%	24%	15%
SPED	7%	15%	17%	26%	9%	40%	26%

* There is a one year lag in suspension rates on the California Dashboard, so the data in each year is actually from the year prior (i.e. 2018-19 data is from 2017-18).

**ACE Empower has included its data from 2018-19 (which will appear as 2019-20 on the dashboard when released) to illustrate the continued decrease being realized as a result of its efforts. These results were publicly reported in the school LCAP and are verifiable in CALPADS. ACE Empower did not have access to the same data for Mathson at the time of submission.

Source: <https://www.caschooldashboard.org/> and CALPADS

Middle School Dropout

ACE Empower monitors its adjusted drop out rate to ensure it is meeting its larger mission, though the data lag makes this data less actionable on a day-to-day basis. The most recent middle school drop out data from the 2016-17 school year is provided in **Figure B.12**, which shows a comparable number of dropouts between ACE Empower and its closest neighboring middle school.

Figure B.12

2016-17 Number of 7th & 8th Grade Dropouts					
	ACE Empower	Mathson	ARUSD	SCC	CA
Overall	2	1	12	59	2591

Source: <https://data1.cde.ca.gov/dataquest/>

ADDITIONAL DATA - ENROLLMENT

Per the SCCOE review matrix, ACE Empower assures that it engages in a recruitment and enrollment process that is designed to ensure all students who wish to attend the school are able to do so, subject only to enrollment capacity. To ensure this, ACE Empower employs a defined enrollment and lottery process, detailed in **Element H** and available in **Appendix 9 - Student Recruitment, Admissions, and Enrollment**. A third-party partner, SchoolMint, is used to further ensure compliance in this area.

CONCLUSION

As clearly demonstrated by the evidence above, ACE Empower meets the renewal criteria for a middle tier school and should be granted a renewal term of five (5) years from July 1, 2021 to June 30, 2026.

ELEMENT C - METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. California Education Code Section 47605(c)(5)(C).

INTRODUCTION

ACE Empower 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, flexible grouping, staffing, and resource allocation.

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

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

Additional Assurances

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

For English Learners and students with Special Needs, 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 students with Special Needs are meeting IEP goals.

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

ACE Empower agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. ACE Empower shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861.

DATA MANAGEMENT SYSTEMS

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

TYPES OF ASSESSMENTS

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

External Assessments

Academic Indicators

The CAASPP system is the primary assessment used to track student progress, through the SBAC system, ELPAC, California Science Test (CAST), and the Physical Fitness Test (PFT).

- **SBAC** - The SBAC system monitors grade-level mastery of the CCSS, using computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the CCSS for English language

arts/literacy and mathematics and includes formative Interim Assessment Blocks (IABs), an Interim Comprehensive Assessment (ICA), and the Summative Assessment.

- **IABs** - ACE Empower administers the SBAC Interim Assessments Blocks (IABs) in October and December, selecting standard blocks that match what teachers have taught that quarter. Teachers then meet on a data day to analyze student results, which in turn drives teachers instructional practices.
- **ICA & Summative SBAC** - ACE Empower administer the ICA annually, in March, as a summative assessment of student proficiency prior to administration of the SBAC Summative assessment in May.

SBAC data is the most important way for ACE Empower to measure the overall efficacy of its program, and is used as a primary driver in on-going curriculum and program development and refinement. In addition, all SBAC data is shared with and analyzed by The Core Collaborative to support ACE Empower in measuring its levels of achievement and growth in comparison to other schools in the region.³⁶ Please see **Appendix 5 - Assessment**, for an Overview of the SBAC IABs and ICAs and their validity as well as an example on how ACE trains staff in their implementation.

- **ELPAC** - ACE Empower utilizes the ELPAC to monitor and assess the English Language Development of ELs. The ELPAC is designed to: (1) to identify students who are English Learners; (2) to determine the level of English-language proficiency of students who are English Learners; and (3) to assess the progress of English Learners in acquiring the skills of listening, reading, speaking, and writing in English. ACE Empower uses ELPAC data to make initial placement decisions, including ELD services; inform teacher planning and instruction; measure the efficacy of the school program; and most importantly, monitor student progress toward English-language proficiency. The ELPAC is administered to all students requiring initial identification during the initial testing window between July 1 and October 31 and as needed for new students throughout the year. The annual assessment is administered each spring to evaluate progress and inform reclassification, as appropriate.
- **CAST** - The CAST measures students' mastery of the NGSS in 5th and 8th grade. Given that it is not given annually, data is not used to determine student growth. Rather, data is used to evaluate student proficiency and to inform the curricular and instructional program.

³⁶ For more information on the CORE Collaborative, please see https://coredistricts.org/wp-content/uploads/2018/09/Data-Collaborative_Overview-with-data-use-points-v7..7.11.18.pdf

- **PFT** - The PFT measures students' physical fitness across six dimensions in 5th and 7th grade. Data is used to evaluate student health and to inform the overall program for students health and fitness.

ACE Empower will use CAASPP data in a variety of important ways, including evaluation of school and student performance and on-going development of curriculum and teacher training.

Engagement Indicators

In addition to the academic assessments of the CAASPP, ACE Empower leverages several indicators on student engagement. This includes measures reported on the California Schools Dashboard, as well as those reported through CALPADS and the SARC. ACE Empower views student engagement as a critical foundation for achieving academic outcomes.

- **Attendance & Chronic Absenteeism** - ACE Empower monitors both Average Daily Attendance (ADA) and Chronic Absence (students who miss 10% or more of school days) to inform its program on developing student resilience, personal agency, and commitment to their learning and their future.
- **Suspension & Expulsion** - Given ACE Empower's focus on students who have been underserved, and therefore are often disengaged, the school actively monitors suspension and expulsion rates to inform its restorative practices.

Internal Assessments

Academic Indicators

In addition to the SBAC IABs and ICA detailed above, ACE Empower leverages the following internal assessments to meet specific needs as follows.

- **Renaissance Star Reading and Math** - ACE Empower administers these comprehensive assessments three times per year, to gather data needed to guide reading and mathematics instruction for students at the classroom level. Please see **Appendix 5 - Assessment**, for an Overview of these assessments.

Engagement Indicators

- **Surveys** - ACE Empower currently uses Panorama to conduct surveys, providing it with nationally normed data on engagement. Student and staff surveys are implemented twice a year in the Winter and Spring and annually in the Spring for families. Questions from The CORE Collaborative Social Emotional Survey are incorporated in the Student surveys, providing another nationally normed data set on student engagement.

- **Goal Setting & Reflection** - ACE Empower currently employs Sown to Grow, a goal setting and reflection platform designed to support students in setting learning goals, tracking their own progress, and reflecting on the strategies that work best for them. Teachers monitor students growth in this process, working with students to hone their goal setting, actions, and reflections.³⁷

ASSESSMENT CONTINUUM

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

Assessment Calendar

ACE Empower's assessment calendar is developed from year to year to align with these data cycles. Assessments on the calendar are administered by teachers in core classes as well as by school administrators and other support staff. The assessment calendar allows for regular review of student data, including reports to the ACE Board of Directors. **Figure C.1** provides a summary of the school's primary assessments as planned for implementation in the 2020-21 school year, the timeline for their implementation, and the key stakeholders involved.

³⁷ More information available at: <https://www.sowntogrow.com/>

Figure C.1 2020-21 Assessment Calendar

Content	Test	Audience	Grades	Window
State Required Assessments				
ELA Math	CAASPP Smarter Balanced	All students at designated grade levels Exceptions: <ul style="list-style-type: none"> Eligible students participating in the CAAs for ELA and mathematics ELA only – English learners who are in their first 12 months of attending a school in the United States 	5-8	Available testing window begins when 66 percent of instructional year has been completed and continues through the last day of the selected testing window, the last day of instruction, or July 15, 2021, whichever comes first. LEAs may select their own testing window each year: <ul style="list-style-type: none"> Minimum window of 25 instructional days Must fall within available testing window
ELA Math	CAASPP Alternate Assessment (CAA)	Students with the most significant cognitive disabilities whose active IEP designates the use of an alternate assessment	5-8	Same as above
Science	CAASPP CAST	All students in designated grade levels Exceptions: <ul style="list-style-type: none"> Eligible students participating in the CAA for Science 	5 & 8	Same as above
Science	CAASPP CAST California Alternate Assessment	Students with the most significant cognitive disabilities whose active IEP designates the use of an alternate assessment	5 & 8	September 2020 through the last day of instruction or July 15, 2021, whichever comes first.
Reading Language Arts	CAASPP Reading/ Language Arts in Spanish	Students seeking a measure of their Spanish Reading/ Language arts skills.	5-8	An optional test available January 2021 through the last day of the selected testing window, the last day of instruction, or July 15, 2021, whichever comes first. LEAs may select their own testing window each year: <ul style="list-style-type: none"> Minimum window of 25 instructional days Must fall within available testing window
Listening,	Initial	All students whose primary language	5-8	July 1, 2020 through June 30,

Speaking, Reading, Writing	ELPAC	is not English as indicated on the Home Language Survey		2021: The Initial ELPAC must be administered within 30 calendar days after enrolling in a California public school
Listening, Speaking, Reading, Writing	Summative ELPAC	Identified English learners until they are redesignated as fluent English proficient	5-8	February 1 through May 31, 2021 Special make-up testing window as a result of school closure begins August 20 and closes October 20, 2020
Expressive (Speaking & Writing) Receptive (Listening & Reading)	Alternate ELPAC	Students with the most significant cognitive disabilities who are also identified as English learners and whose active IEP designates the use of an alternate assessment	5-8	January 12 through February 16, 2021
FITNESS GRAM	PFT	All students, regardless of whether they are enrolled in a physical education class or participate in a block schedule	5 & 7	February 1 through May 31, 2021
Internal Assessments				
ELA/Math	SBAC IABs	All ACE students	5-8	October and December
ELA/Math	SBAC ICA	All ACE students	5-8	March (if SBAC is given) or May (if SBAC is not given, due to pandemic)
Reading/ Math	Renaissance Star Assessments	All ACE students	5-8	Tentative dates: Three x per year, first 3 weeks, end of semester one, 3 weeks prior to CAASPP
Engagement	Panorama and The Core Collaborative SEL Survey	All ACE students, families, and staff	5-8	Winter and Spring for Students and Staff Spring for Families
Goal Setting and Reflection	Sown to Grow	All ACE students		Weekly in College Readiness

DATA COLLECTION, DISSEMINATION AND ANALYSIS

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

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Figure C.2 Data Collection, Dissemination, and Analysis

Data source	Collection, Dissemination and Analysis	Person Responsible
CAASPP (SBAC, CAA, CAST)	<p>CAASPP data is collected and disaggregated by statistically significant subgroups. Led by the Instructional Leadership Team, teachers use this data to guide curriculum and assessment design and provide target areas for schoolwide, group, and individual student intervention and remediation.</p> <p>Assessment data is used at both the network and school-level to gauge whole-school and sub-group performance, and guide curriculum and other school program initiatives.</p>	Manager of Strategic Initiatives Principal Assistant Principal Lead Teachers
ELPAC	<p>The Instructional Leadership Team oversees the administration of the ELPAC test, collects and disseminates ELPAC scores to teachers and works with teachers to ensure that curriculum and instruction address EL student needs, and that appropriate differentiation and interventions are provided in regular classroom and during intervention times.</p>	Manager of Strategic Initiatives Principal Assistant Principal Lead Teachers
SBAC Interim Assessment Block (IABs)	<p>Teachers administer SBAC IABs to track student progress toward mastery of the CCSS. The Instructional Leadership Team coaches teachers on the implementation of these formative assessments and collaborates with teachers to assess the results of these assessments and use them to shape on-going curriculum and instructional development. Teachers also use student assessment data to determine what re-teaching is necessary and to identify students who require targeted intervention.</p>	Principal Assistant Principal Lead Teachers

SBAC Interim Comprehensive Assessment (ICA)	Teachers administer the SBAC ICA to measure students' mastery of the CCSS. The Instructional Leadership Team coaches teachers on the implementation of these summative assessments to ensure valid and reliable implementation that replicates the SBAC administration. Teachers and the Instructional Leadership team analyze results to shape on-going curriculum and instructional development.	Principal Assistant Principal Lead Teachers
Renaissance Star Assessments	Renaissance Star reading and math assessments are administered three times per year to determine students' level of reading and math proficiency and to guide teachers' planning and instruction. As an objective assessment, unconnected to any particular curriculum or teacher-created assessment, these provide ACE Empower with an outside measure of achievement and growth. Reports are generated and analyzed by the school leadership. The leadership then shares the data with the school team, generates observations about the data, and generates a plan with action items.	Principal Assistant Principal Lead Teachers
Attendance and Discipline data	The Administration will collect and assess attendance and discipline data, and share the data with staff and families as necessary. The Administration uses this data to guide schoolwide program design to ensure	Administration
Goal Setting & Reflections	Students complete ongoing goal setting and reflection during College Readiness to evaluate their current levels of proficiency and set goals for promoting growth. This is done in terms of academics, social emotional wellness and behavior, and/or college-ready habits. Advisors then meet individually with each student on average every two weeks to review their reflection and strategies, as well as mentor them as needed to improve the plan.	Advisors

	high attendance levels and a safe learning environment.	
Surveys	The Panorama survey is administered to students and staff in the Winter and Spring of each year, and to families in the Spring each year. Data is analyzed to inform schoolwide program design to ensure high engagement levels.	Principal Assistant Principal Community Outreach Manager

USES OF MULTIPLE MEASURES OF ASSESSMENT

Student, Teacher and School Use of Data

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

- Aggregated data on student performance as a whole, such as the results of the SBAC, is used to determine how successfully curriculum and instruction is addressing students' learning needs; how well the instructional program is working; and how the school's results compare with those of the neighborhood schools, 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 is learning and the degree to which s/he is mastering grade-level content and skills and progressing towards grade-level proficiency. Individual student data drives decisions about interventions and personalizing the learning opportunities for each child.

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

Because ACE Empower serves a high portion of EL students, the extent to which it meets progress in English language fluency is an important measure of success. In addition, the school also carefully tracks the degree to which Special Needs students are meeting IEP goals.

Please see **Appendix 5 - Assessment**, for an example of a Weekly Data Meeting in which teachers analyze student data to inform instruction.

School and Family Use of Data - Reporting to Caretakers

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

Figure C.3 Formal Reporting to Caretakers

Reporting to Caretakers		
Type	Purpose	Frequency
Mailings & Information Sessions	<ul style="list-style-type: none"> Share key assessment data with families as collected to ensure families have access to data on their children (i.e., ELPAC, SBAC). Provide information sessions to support families in understanding assessment results, through Cafecitos and other venues Students and parents have access to PowerSchool to monitor grades and attendance in real time 	Ongoing
Comprehensive Report Card	<ul style="list-style-type: none"> Assessment Data Attendance Data Grades in Subject Areas Narratives on Student Performance, including Areas of Strength and Areas for Growth Learning Target Completion Progress toward promotion and/or graduation 	Twice per year

Progress Reports	<ul style="list-style-type: none"> ● Provide ongoing information about student progress 	Monthly
Online Grade Book (PowerSchool)	<ul style="list-style-type: none"> ● Share progress toward Learning Targets ● Build transparency between home and school 	Updated Weekly
Student Led Conferences	<ul style="list-style-type: none"> ● Develop and revisit academic and personal goals ● Review student work and measure progress toward mastery of learning targets, and ultimately, promotion and/or graduation. ● Share student performance and progress on internal and external assessments ● Develop ownership of learning and goal-setting for both the student and family ● Develop student presentation skills 	Twice per year

School, District and State Use of Data

Local Control Accountability Plan (LCAP)

ACE Empower will use the multiple forms of data collected to assess progress toward the goals outlined in **Element A** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2021, and each year thereafter, ACE Empower will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in **Element A** of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. ACE Empower shall submit the LCAP to SCCOE annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

ACE Empower will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, and community at large.

ELEMENT D - GOVERNANCE STRUCTURE

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

ACE Empower 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.

In addition, ACE Empower works in collaboration with the Santa Clara County Office of Education, the oversight entity of its chartering authority, the Santa Clara County Board of Education. To support the County in its oversight, ACE Empower provides an Annual Report presentation to the County Board. This report is inclusive of topics identified by the County, which are provided to ACE Empower in writing no later than 30 days before the presentation date.

OVERVIEW

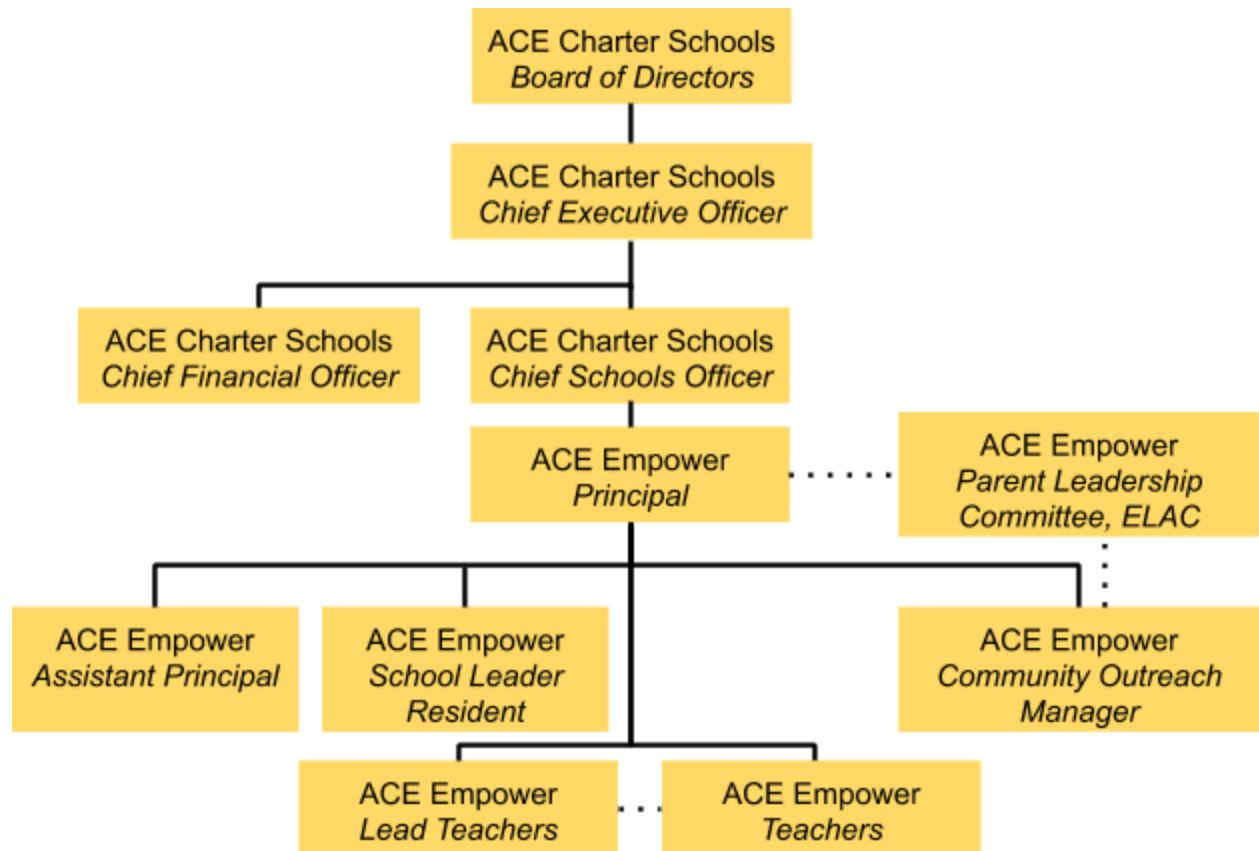
The governance structure of ACE Empower has the following components:

- California Non-Profit Public Benefit Corporation
- Board of Directors
- Central Office Personnel, including:
 - Chief Executive Officer (CEO)
 - Chief Financial Officer (CFO)
 - Chief Schools Officer (CSO)
- School Site Personnel
 - Principal
 - Assistant Principal
 - School Leader Resident
 - Community Outreach Manager (COM)
 - Lead Teachers
 - Teachers
- Parent Leadership Committee (PLC), whose membership may also serve on the:
 - English Learner Advisory Committee (ELAC)

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Within this governance structure, the Board of Directors makes decisions and works with the Chief Executive Officer to oversee the organization and the work of the Chief Financial Officer and the Chief Schools Officer; the Chief Schools Officer oversees the school’s development and outcomes; the Principal oversees school operations, academic program, professional development, and other related activities with critical input from the leadership team and teachers; the Parent Leadership Committee works to increase the achievement and engagement of every student through continuous improvement of curriculum, instruction, assessment, and culture; and the ELAC communicates the positions of the parents of English Learners directly to the Principal. **Figure D.1** provides a visual representation of the Organizational Structure.

Figure D.1 Organizational Chart



NON-PROFIT PUBLIC BENEFIT CORPORATION

In accordance with California Education Code Section 47604(a), ACE Empower shall be a directly funded independent charter school operated by ACE Charter School (“ACE”), a California non-profit public benefit corporation formed and organized pursuant to California Nonprofit

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Public Benefit Corporation Law. ACE will be governed by the Board of Directors pursuant to its corporate bylaws, which shall be consistent with this charter.

ACE has an adopted Conflict of Interest Code, including annual Form 700 filing requirements, which shall be maintained to comply with the Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school-specific conflicts of interest regulations. The Corporate Bylaws, Conflict of Interest Code, and Articles of Incorporation are included within **Appendix 7 - Governance**. The Corporate Bylaws and Conflict of Interest Code are brought to the Board for review, update, and approval on at least a bi-annual basis. ACE shall provide written notice to the County Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the ACE Board. If the revisions are not approved by the chartering authority, they will require a material revision to the Charter under Education Code section 47607. Any revised Articles of Incorporation and/or Bylaws made through one of these pathways shall be submitted to the chartering authority within three (3) business days of the adoption.

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

Attached, as **Appendix 7 - Governance**, please find the Articles of Incorporation, Bylaws, and Conflict of Interest Code for ACE Charter School.

Board of Directors

The ACE Board is a policy-making board which oversees the fundamental aspects of ACE Empower. The Board shall be composed of at least nine (9) and no more than thirteen (13) directors. In addition, in accordance with Education Code Section 47604(c), the chartering authority 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 an ACE Charter School. With the exception of the potential Authorizer appointed representative and the parent representative, all other director positions will be held by community members with expertise in

finance, law, non-profit governance, fundraising, school leadership, and academic program development.

All directors shall be appointed by the Board, except for the chartering authority representative, if any. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members.

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

Figure D.2 provides the current Names, Titles, Board Positions, and Term Expirations of the ACE Board of Directors. The CEO or designee will provide a complete list of Board Members and Officers to the chartering authority by July 1 of each year, and update the chartering authority on changes to the Board of Directors membership within 10 business days of the change.

Figure D.2 ACE Board of Directors

Name and Title	Board Position(s)	Term Expiration*
Eric Gonzales Managing Director at Montage Capital	Chairperson	2022
Kevin Kaefer Partner, Petrinovic Pugh & Company LLC	Treasurer	2022
Dr. Linda Murray Strategic Advisor, XQ Institute	Secretary	2022
Elizabeth Alvarez Program Director, Franklin McKinley Children’s Initiative	Member	2021
Jill Case Director of Student Assignment and Demographics, San Jose Unified School District	Member	2021
Larry Kuechler Partner, Armanino LLP	Member	2021
Anil Kumar Managing Partner, Mindspan LLC	Member	2021
Dr. Mary Lairon Former Associate Superintendent of Educational Services,	Member	2021

Mountain View-Whisman and Redwood City Elementary School Districts		
Annette Lorenz CancerPoint Board Member Fundraising Expert, Hewlett-Packard	Member	2021
Irene Moran Iboa Field Specialist, Pacific Gas & Electric ACE Parent	Member	2021
Susan Suarez-Madson Education Consultant Former Site Director at Braven, College Track	Member	2021
Tania Wilcox Program Director, Partner College and Scholar Programs Former Board Chair & Executive Director, Breakthrough Silicon Valley	Member	2021

** Terms expire in June on the year listed.*

All members of the ACE Board, with the exception of the parent representative, shall serve for two (2) years or until a successor director has been designated and qualified in compliance with the Board's bylaws. The two-year terms are renewable with no limit on the number of terms a director may serve and are staggered to ensure continuity of leadership. The parent representative shall serve for one (1) year and will be elected annually each September at the regular meeting of the Board of Directors.

Board Meetings

The Board of Directors will meet regularly, at least every other month. All meetings shall be called, held, and conducted in accordance with the Brown Act and the Corporate Bylaws, the Ralph M. Brown Act ("Brown Act"), as may be modified by subsequent legislation, and Education Code Section 47604.1(c). This includes, but is not limited to, the following:

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting in a physical location within Santa Clara County and also on the homepage of the ACE website with a direct and prominent link to the agenda, to encourage community and family attendance.
- Special meeting agendas will be publicly posted 24 hours prior to each meeting in a physical location within Santa Clara County and also on the homepage of the ACE

website with a direct and prominent link to the agenda, to encourage community and family attendance

- Meetings shall generally be held at the principal office of the Corporation in Santa Clara County. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Santa Clara County, California, that has been designated in the notice of the meeting.
- Meetings will be open to the public and held at a place accessible to the public. In accordance with Education Code Section 47604.1(c)(3), a two-way teleconference location shall be established at each school site where an ACE school operates.
- Meeting agendas will include time for community input.

The Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Actions taken in closed session will be reported in open session at the conclusion of the closed session.

The Board Chairperson will lead the meetings of the Board of Directors.

Board Committees

The Board of Directors currently has the following committees which meet regularly and in accordance with the Brown Act, as applicable (the meeting frequency ranges from three to ten meetings per year), and do not have decision making abilities, but instead make recommendations to the Board of Directors. The Board of Directors may elect to add or remove committees, or to change their meeting schedule. For a complete description of each current committee, please see **Appendix 7 - Governance**.

- **Governance Committee**
The Governance Committee consists of all Corporate Officers, and meets monthly with the CEO. The Governance Committee advises the CEO and weighs in on decisions that do not necessitate full board approval. In addition, it is responsible for ongoing review and recommendations to enhance the quality, effectiveness, and future viability of the Board of Directors.
- **Finance Committee**
The Finance Committee meets monthly and reviews all financial statements as well as reports related to capital projects and fundraising. The Finance Committee ensures that the organization is operating within board-approved budgets and protocols.
- **Academic Performance Committee**
The Academic Performance Committee meets at a minimum quarterly and reviews all pertinent student achievement data. This committee also reviews and assesses the

school's academic program, and makes recommendations for on-going development and refinement of the school's curricula and instructional practices.

- **Fund Development Committee**

The Fund Development committee meets at a minimum quarterly and reviews fund development strategies and initiatives. This committee also helps staff develop key community partnerships and collaborations to support the fund development efforts.

- **Audit Committee**

The Audit Committee will be responsible for review of the unaudited actuals submission and oversight of the annual independent financial audit. The Audit Committee will select an independent auditor through a request for proposal format. This committee shall include no more than 50% of the Finance Committee members and is a new committee starting in 2020-21, with oversight over the 2019-20 Audit.

Board Professional Development

The Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, Conflicts of Interest, the Political Reform Act, Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, and the Brown Act through the term of the charter. Any new Board member or new CEO shall undergo such training within 90 days of taking the position with ACE.

In addition, the Board of Directors will collaborate with the CEO and outside support organizations on an on-going basis to seek out and provide additional opportunities for training, reflection, and program assessment for Board Members. Additional topics may include academic achievement measures, school finance, facilities planning, administrative oversight, charter school law, and other trainings as needed or requested by Board Members.

Board Duties

The Board of Directors is 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 ACE, including but not limited to the following:

- Hire, discipline, evaluate, and determine the compensation of the CEO
- 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 consideration by the chartering authority
- Approve annual fiscal audit and performance report
- Approve annual review and revisions of the Local Control and Accountability Plan (LCAP)
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

ROLE OF CENTRAL OFFICE PERSONNEL IN GOVERNANCE

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

Chief Executive Officer

The Chief Executive Officer articulates and ensures the organization's fidelity to the goal of serving underserved students and working with them to achieve academic success. The CEO does not manage the day-to-day operations of the school, but takes a primary role in creating the philosophy and strategies to achieve the vision of ACE. The key elements of the work of the CEO are to:

- Develop and articulate the overall mission for ACE, including identifying the target student population
- Design and implement all fundraising initiatives to ensure long-term fiscal health and viability of the ACE and its schools
- Handle all Board-related tasks, including reports on school progress and achievement and financial reports
- Provide a liaison between the chartering authority and the ACE Board of Directors

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- Develop and administer the budget of ACE and its schools in accordance with generally accepted accounting principles
- Negotiate Memoranda of Understanding and other contracts with the chartering authority and other community partners

Chief Financial Officer

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

- Work closely with the CEO, CSO, and the Board Finance Committee to ensure the long-term sustainability of ACE and its schools.
- Oversee formulation of budgets and long-range forecasts including revenue and expense forecasting, budget development, capital spending analysis, balance sheet analysis, and planning.
- Manage and ensure sufficient working capital, including revenue collections and establishing financing relationships with local and regional banking partners.
- Manage the development of effective tools for the Board Finance Committee and CEO to use to monitor, assess, and evaluate the financial performance and structure of ACE and each of its schools.
- Provide analytical and financial modeling support to ACE's Executive Team as part of growth planning as well as for the annual budgeting process.
- Maintain and manage a master calendar of all compliance deadlines in conjunction with school leaders as they relate to County and State regulations and develop standardized templates for compliance.
- Coordinate with operations and school leadership teams to ensure that all public money for education is appropriately spent and that all compliance deadlines are met.
- Ensure that the chartering authority and the State of California receive all necessary and mandated reports and data.
- Ensure all State and Federal required reports are completed and filed (i.e. CBEPS, R30; quarterly and annual financial reporting).

Chief Schools Officer

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

- Crystalize key insights about the ACE model based on data and best practices nationwide, and translate into concrete plans / strategies for ACE's continued growth and improvement
- Weigh in on all key organizational decisions to ensure alignment with the ACE vision, model, and strategic operating plan, then monitor corresponding metrics for success and ongoing evaluation
- Translate human capital strategy into concrete operational plans
- Develop and communicate the overarching philosophy of the academic program, as well as major school culture and organizational development initiatives
- Coach School Leaders in setting the vision based on the ACE Strategic Plan and best practices so that students who come in below grade level make rapid academic growth and graduates are ready to succeed in a four-year college or university
- Provide tailored support to School Leaders to leverage resources and data in developing and implementing high-impact professional development and high-quality coaching of individual teachers
- Ensure all ACE schools have a joyful, optimistic, and celebratory culture for students and families
- Oversee implementation of English Learner and Special Education services, ensuring training and support for Principals to operationalize and successfully execute
- Refine budgeting tools for Principals, to ensure budget is aligned to school priorities and enrollment, in collaboration with the CFO
- Ensure all operations and logistics are handled smoothly and with minimal disruption to the core academic program work

ROLE OF SCHOOL SITE PERSONNEL IN GOVERNANCE

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

Principal

The Principal is the academic leader at the School, who spearheads the development of the ACE Empower curriculum and school culture. The Principal manages the 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*, a Spanish word which can be translated as desire, will, or effort. As such, the Principal is responsible for coaching staff and parents in helping students show *Ganas* in everyday choices. 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 Empower are directed at helping the school achieve its mission of supporting traditionally underserved and therefore under-achieving students to develop the belief that they can compete in college and the skills and knowledge to do so
- Creating a culture of achievement, responsibility, and *Ganas* for staff, students, and families
- Leading teachers and staff in the development and on-going improvement of a teaching and learning program specifically tailored to the needs of the school's target student
- Supervising, evaluating, and training school staff and teachers based on their ability to help the school succeed in meeting its academic goals and building a cohesive culture
- Guiding the school in its collection, analysis, and programmatic response to student achievement data
- Ensuring that all necessary County, State, and Federal reporting is completed in an efficient, accurate fashion
- Recruiting new students and families
- Ensuring a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement

Assistant Principal

The Assistant Principal provides critical support to the Principal to ensure a strong academic program, efficient operations of the school site, a culture of optimism, and a safe and positive school climate. In addition to collaborating with the Principal on academic program development and teacher growth, development, and evaluation, the Assistant Principal is responsible for discipline, College Seminar, and Special Programs.

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

- Assist in maintaining and sustaining a positive college going environment, including campus supervision during class transitions, classroom and school culture observations
- Monitor student academic progress
- Oversee Special Education and English Learner Programs
- Track, monitor, and process student discipline and restorative practices
- Process all student suspension and expulsion paperwork, ensuring all procedural safeguards are followed as detailed in **Element J** of this charter

School Leader Resident

ACE seeks to develop inspirational, motivated, committed teachers into future school leaders through the role of School Leader Resident. The Resident works together with the Principal, Assistant Principal, and Lead Teachers to build and maintain a positive school culture through the planning and implementation of programs, activities, and opportunities that instill in students' a culture of optimism as well as a college-going identity. In alignment with the school's mission, the Resident models a growth mindset through collaboration, innovation, reflection, and a "going above and beyond" attitude. Residents work with teachers, school leaders, and other stakeholders to fulfill the roles and responsibilities outlined below, and report to the ACE Empower Principal.

The key contributions of the work of the School Leader Resident are to:

- Teach, coach, and hold administrative responsibilities
- Participate in a wide array of tasks based on their growth plan and the school's needs (includes, but is not limited to Discipline and Test Administration)
- Attend network Lead Team meetings at the discretion of the Principal
- Collaborate with the Principal and Assistant Principal to plan and execute Summer Leader PD
- Support with the hiring process of potential candidates

Community Outreach Manager

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

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

- Lead the development and implementation of the Student Recruitment Plan, in collaboration with the School Leadership team, to recruit the ACE Empower target student

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

Lead Teachers/Department Chairs

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

Teachers (General Education and Special Education)

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

- Design and lead selected staff workshops
- Develop a rigorous, college-prep academic program and curriculum that meets the needs of the target student population and prepares them to be competitive college applicants and graduates
- Engage in community outreach, including family communication and school events and academic exhibitions
- Participate on key school committees

ROLE OF FAMILIES IN GOVERNANCE

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

According to the ACE educational 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 traditionally underserved students to success in school.

Family Collaboration

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

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

English Learner Advisory Committee

ACE Empower will have an English Learner Advisory Committee. All families have the opportunity to participate on the school's ELAC, with parents of ELs comprising at least the same percentage of the ELAC membership as ELs constitute of ACE Empower's total student population. The ELAC will advise the CEO, Principal, and staff on programs and services for English learners, advise the School Leadership on the development of the LCAP and LCAP Federal Addendum, develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

If ACE Empower or the ACE Network meets the criteria set forth in Education Code Section 52176(a) for the establishment of a District English Language Advisory Committee (DELAC), it shall

also establish a DELAC. It is the understanding of ACE that neither it nor ACE Empower currently meet the criteria for this requirement.

Please See **Appendix 3 - School Culture and Community** for an example of a Cafecitos Agenda and how ACE supports staff in engaging with families.

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ELEMENT E: EMPLOYEE QUALIFICATIONS

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

OVERALL QUALIFICATIONS

ACE Charter Schools shall be nonsectarian in its employment practices and all other operations. ACE Empower shall not discriminate against any individual (employee or student) based upon the actual or perceived characteristics of race, color, religion, creed, sex and pregnancy, childbirth or related medical conditions, nationality, national origin, ancestry, ethnic group identification, genetic information, age, physical or mental disability, medical condition, family care status, military and veteran status, marital status, sexual orientation, gender, gender identity, gender expression, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation or prohibited by Education Code Section 220. All employees are subject to applicable state and federal employment laws.

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

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

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

There are other factors which are critical to professional success at ACE Empower, as detailed below.

A commitment to building a voice and choice for students and families, including:

- Experience working directly with students in an urban school

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

A commitment to supporting academic and personal growth, as well as college readiness, including:

- Ability to guide students academically and emotionally through a rigorous, college-prep curriculum
- Commitment to creating a school atmosphere where students learn to be active, disciplined learners
- Openness to critical feedback and the chance to collaborate with ambitious, dedicated colleagues

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

In compliance with Education Code § 44050 all employees must adhere to ACE's adopted employee code of conduct on employee interactions with students, which is provided on an annual basis at the beginning of the school year to all employees via the Employee Handbook and to all Students and Families via the Student and Family Handbook. This information is also posted on the ACE website.

ACE maintains on file current copies of:

- Teacher credentials, as required by assignment
- Documentation of TB risk assessment or examination
- Documentation of immunization clearance
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by ACE in a confidential secured file, separated from personnel files, as required by law
- Documentation of legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

For detailed employment eligibility requirements as they pertain to health and safety of students and staff, please see **Element F** of this petition.

SELECTION PROCESS

Selection and appointment of employees at ACE will be the exclusive prerogative of ACE. As such, the Board of Directors shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the CEO rest with the Board of Directors. Decisions relative to the selection, employment, and release of the school leadership employees rest with the CEO, in consultation with the Board of Directors as needed. Decisions relative to the selection, employment, and release of all remaining employees rest with the Principal or the leader of the functional area, in consultation with the CEO and/or Board of Directors as needed.

To ensure the selection of the highest quality staff, ACE implements the following selection process:

1. Resume screening for qualifications
2. Initial phone interview
3. Phone interview with school site administrators
4. In-person interview and live demo lesson demonstration. Video demo lessons can be requested for out of state candidates
5. Reference Check (selection can be made pending positive reference checks)
6. Offer sent by email or phone call
7. Onboarding process, including background checks, TB, and credentialing

Written job descriptions are created for each position, which reflect the scope and responsibilities for each position. Please see **Appendix 10 - Organizational Team** for samples of Job Descriptions for certificated and classified positions.

JOB QUALIFICATIONS FOR KEY CENTRAL OFFICE PERSONNEL

Chief Executive Officer

Primary job qualifications for the Chief Executive Officer include:

- Ability to effectively lead an education non-profit
- Experience in non-profit governance, program development, implementation
- Excellent communication, community outreach and coalition-building skills
- Ability to develop, implement long-term strategic plan to manage school growth, maintain fidelity to the ACE mission and vision
- Management skills to ensure on-going financial stability and sustainability for the school
- Fundraising skills to ensure financial viability of the school

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

Chief Financial Officer

Primary job qualifications for the Chief Financial Officer include:

- Embrace the mission of ACE
- Possess solid technical and analytical skills with experience in financial reporting, projections and forecasting, including advanced knowledge of accounting systems and Excel
- Have four (4) to ten (10) years of experience managing a finance function in a dynamic environment, preferably with three (3) or more years in a smaller, high-growth CMO
- Thrive in a fast-paced, dynamic work environment
- Work well independently and collaboratively as a team player
- At least three (3) years of experience managing direct reports
- Create, monitor, and maintain systems that enhance organizational financial efficiency
- Be comfortable developing and managing nonprofit and/or small business financial processes and systems
- Have excellent oral and written communication as well as strong interpersonal skills
- Be able to identify, analyze, and resolve problems resourcefully
- Have a Bachelor's Degree in finance, business, economics, accounting, mathematics or a related field; MBA, CFA, and/or CPA strongly preferred

Chief Schools Officer

Primary job qualifications for the Chief Schools Officer include:

- Five (5)+ years experience as a Principal / School Leader including a demonstrable track record of results in instructional leadership, assembling effective teams, strategic planning, communicating a vision and setting priorities, managing team execution, delegating, mentoring others and developing emerging as well as demonstrated student achievement
- Highly proficient with data analysis
- Demonstrated experience developing leadership skills in others and enhancing the professional development of teachers and growing high-impact staff
- Ability to understand and help develop strategy around the interaction between fiscal realities and program necessities.

- Demonstrated experience with Common Core State Standards, knowledge of Next Generation Science Standards
- Effective communicator, with strong interpersonal skills

JOB QUALIFICATIONS FOR SCHOOL SITE PERSONNEL

Principal

Primary job qualifications for the Principal include:

- Excellent communication and community-building skills
- Extensive knowledge of curriculum development and school design in schools that serve low-achieving students
- A record of classroom success with low-achieving students
- A record of success in developing teachers
- Experience in assessment and achievement data analysis
- Minimum three (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 and Masters Degree in Education.

Assistant Principal

Primary job qualifications for the Assistant Principal include:

- Three (3) to five (5) years of successful classroom experience working with the ACE target students
- An entrepreneurial, flexible attitude that celebrates success, responds positively to adversity
- Strong work ethic and personal drive, characterized by a relentless pursuit of schoolwide and individual goals
- Personal presence and leadership necessary to create and sustain optimistic, ambitious, disciplined school culture for staff, students and families
- Powerful communicator, who can effectively reach and connect with all school constituencies, including students, families and teachers
- Knowledge of curriculum development and school design in schools that serve low-achieving students
- Experience developing teachers

- Experience in assessment and achievement data analysis
- Minimum of conversational Spanish highly preferred
- Educational background to include a BA and teaching credential

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

Community Outreach Manager

Primary job qualifications for the Community Outreach Manager include:

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

Office Manager

Primary job qualifications for the Office Manager include:

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

Teachers

Teachers must hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment pursuant to Education Code Section 47605(l). ACE Empower may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20

school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. Teachers of English Learners in core courses will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. Teachers will only teach within the restrictions of their credentials. These credentialing documents shall be maintained on file at ACE and shall be subject to periodic inspection by the County.

Teachers are responsible for overseeing students' academic progress, for monitoring grading, and for student advancement decisions as specified in ACE's operational policies.

The minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. (Education Code Section 47605(I)).

Lead Teacher

In addition to the qualifications for teachers, the primary job qualifications for the Lead Teacher include experience and expertise in teaching literacy or mathematics to students achieving below grade level and EL students as well as excellent program design and management skills.

Support Staff

ACE may also employ non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff do not assign grades or approve students' work assignments.

All non-instructional staff possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and personnel policies.

Services Provided Via Contractors

ACE Empower will receive additional services from employees of organizations with which the ACE contracts. ACE will ensure that the qualifications of employees of contractors are consistent with the expectations for ACE Empower's employees.

COMPENSATION AND BENEFITS

ACE provides competitive employee compensation and benefits in order to recruit and retain quality staff. The salary for the CEO is established by the Board of Directors and is reviewed annually during the CEO's performance evaluation.

The CEO, or a designee, works with the Board Finance Committee to establish compensation and benefits standards for all employees within the organization. Compensation benchmarks are established and modified routinely with the assistance of external consultants who specialize in compensation and benefits in both the public and private sectors.

All full-time employees may elect to participate in the medical benefit plans as outlined in the Employee Handbook. All other benefits are granted to employees according to the policies outlined in the Employee Handbook. The Employee Handbook is distributed annually, read, and signed by all employees, and included within **Appendix 11 - Handbooks**.

PROFESSIONAL DEVELOPMENT AND EVALUATION

The ACE Empower leadership team, in collaboration with the ACE CSO, will develop annually a comprehensive, ongoing staff development plan designed to ensure that all annual target areas of professional development are continually reinforced, revisited and assessed through training, coaching, peer observation and feedback, collaborative planning, and joint assessment of student work. The schedule of staff development activities will include:

- Summer onboarding
- Daily planning time
- Weekly data meetings and professional development - in grade level or content teams, as well as whole school
- Dedicated professional development days throughout the school year, with the support of coaches and other external experts
- Weekly feedback by school leaders and or peers, including observation and 1:1 coaching meetings

Professional Development

The key philosophy of Professional Development at ACE Empower is that annual topics are ongoing, and that teachers receive continued support in implementation of the professional development. Annually, fewer topics may be chosen so that teachers can develop a deep understanding of the topics, build their skills, and thereby increase student achievement. Two examples of annual foci are the Teaching and Learning Cycle and Building Schoolwide Culture,

which are detailed below.

The Teaching and Learning Cycle

In order to effectively create and deliver a standards-based curriculum, it is crucial for a school to have in place a comprehensive system that links standards based curriculum, purposeful planning, and analysis of student learning (assessment) data that helps teachers plan what to reteach and differentiate. In addition, curriculum, instruction, and internal assessment must be aligned with the external assessments, such as the SBAC, used to measure the efficacy of the school's program as a whole. ACE is currently partnering with the Relay Graduate School of Education to provide school leaders with support in their efforts to meet school-wide targets and effectively support staff in the implementation of CCSS and NGSS aligned curricula and high leverage instructional practices.³⁸

Some key elements of the training and coaching teachers receive toward the development of an effective teaching and learning cycle include:

- Examination of CCSS, NGSS, and ELD Standards to fully understand what is being asked of students at each grade level and language level
- Individual and collaborative planning time to complete the “intellectual preparation” of deeply understanding the standards and curriculum, as well as differentiated learning opportunities that match student need
- Development of staff ability to analyze student assessment data and plan for targeted, effective reteaching and differentiation

Building the Schoolwide Culture: *Ganas* in the Classroom

Teachers and all staff receive explicit training and coaching in helping students adapt to the school's conduct expectations and develop resilience even as they confront academic challenges or frustrations and lack of confidence. Schoolwide systems such as Community Meetings, regular Community Exhibitions, and College Seminar class provide a context for in-depth reflection on how students can manifest their *Ganas* in their everyday choices; teachers and staff work collaboratively to implement a schoolwide Positive Behavioral Interventions and Supports (PBIS) and reward systems that promote and instill a culture of optimism and respect for effort and incremental improvement.

For an example of a yearly Scope and Sequence of Teacher Professional Development, please see the documents in **Appendix 6 - Professional Development**.

³⁸ More information on the Relay Graduate School of Education programs for teachers and leaders is available at <https://relay.edu/>

Teacher Evaluation and Ongoing Support

Teachers and staff receive regular observation and feedback from the Principal, Assistant Principal, and/or Lead Teachers, who ensure that instructional guidelines are being implemented effectively.

In an effort to improve teacher evaluations, ACE has recently revamped its teacher evaluation process. The new teacher and staff professional growth and evaluation process incorporates best practices from other schools, elements of the California Standards for the Teaching Profession, and specific characteristics that define successful staff at ACE. The observation and evaluation process, and the sharing of best practices that come out of it, reflect the strong collaborative culture among teachers and administrators to support students and each other in reaching the school's high expectations. Based on weekly coaching, regular teacher observations and student achievement data, ACE will continue to modify and further develop this process.

The school leadership evaluates all teachers and works closely with teachers regarding the results of their evaluation. In order to help teachers improve practice in areas of weakness, the school tailors its professional development activities to best match the on-going needs of teachers. Teachers also have the opportunity both on campus and off to observe master teachers and collaborate with them to improve curriculum development skills and the implementation of teaching strategies.

The overall elements of the teacher evaluation process include the following:

- Teachers set professional goals each year.
- Teacher experience level is identified in a range from “novice” to “systems builder”
- All teachers have weekly coaching sessions with school leaders. Various types of data, including benchmark assessments and observations, are used to adjust coaching as needed
- Teachers are evaluated twice a year - mid-year and at the end of the school year
- Teachers who are not performing to standard participate in a performance improvement process.

The timeline for teacher evaluations is currently scheduled as follows:

- **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

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- **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

School Leader Professional Development and Coaching

All ACE School Leaders (Principals, Assistant Principals, Lead Teachers) receive extensive training around instructional leadership by attending Relay Graduate School of Education's Instructional Leadership Professional Development Program.³⁹ This program provides ongoing training and workshops throughout the school year, with implementation supported at the school site by the Chief Schools Officer. ACE School leaders receive weekly professional development by attending a weekly School Leadership Professional Development training, run and facilitated by the Chief of Schools. In addition, the Chief Schools Officer meets weekly with each Principal for individualized coaching and support and the Principal does the same with each Assistant Principal, School Leader Resident, and Lead Teacher.

For an example of a yearly Scope and Sequence of School Leader Professional Development and the Principal Action Steps that inform weekly coaching, please see the documents in **Appendix 6 - Professional Development**.

³⁹ More information available at:

<https://sites.google.com/relay.edu/lp-partner-toolkit/home/program-offerings/instructional-leadership-professional-development-program-year-1-ilpd?authuser=0>

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ELEMENT F - HEALTH AND SAFETY OF STUDENTS AND STAFF

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 3282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the Charter School. Education Code Section 47605(c)(5)(F).*

ACE Charter Schools maintains at all times a current, comprehensive, and site-specific set of policies and procedures for the following:

- **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters
- **A School Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

The health, wellness, and safety policies and procedures are incorporated into ACE Empower's Student and Family Handbook, Employee Handbooks, and School Safety Plan and are updated on an ongoing basis by the CEO or designee and adopted annually by the Board of Directors. ACE shall ensure that staff are trained annually on the health and safety policies, including but not limited to training on emergency and first aid response (inclusive of bloodborne pathogens), and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

The following is a summary of the health and safety policies of ACE Empower. Please see **Appendix 8 - Health, Wellness, and Safety** for the ACE Policy Manual, which contains the full Board approved policies on Health and Wellness and School Safety, as well as the specific Health and Wellness Policy for COVID-19. Please see **Appendix 11 - Handbooks** for the Employee and Student and Family Handbooks.

HEALTH AND WELLNESS

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075 as they are currently and as they may be amended in the future. This specifically includes removal of the personal belief exemption for immunization requirements. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Tuberculosis Risk Assessment and Examination

ACE Empower shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined (if necessary) and determined to be free of active tuberculosis (TB) within the period of 60 days prior to commencing employment/service and working with students, and for employees at least once each four years thereafter, or otherwise meet the requirements of Education Code section 49406. ACE shall maintain TB clearance records and certificates on file.

Vision, Hearing, and Scoliosis

ACE Empower shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 et seq., related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by ACE Empower. ACE shall maintain student immunization, health examination, and health screening records on file.

Medication in School

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

Emergency Epinephrine Auto-injectors

ACE Empower shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to office staff and volunteers in the storage and use of

the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Blood Borne Pathogens

ACE Empower shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The ACE Board shall maintain a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Nutrition

ACE Empower is dedicated to promoting the health and wellness of its students. All students will have access to breakfast and lunch during the school day, with meals that are nutritious and meet all Federal Nutritional guidelines.

Nutritionally Adequate Free or Reduced Price Meal

ACE Empower shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

Athletics

ACE Empower shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

ACE Empower shall comply with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding student participation in competitive athletics, and shall comply with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that it offers.

Feminine Hygiene

Given that 40% of ACE Empower's students are from low-income families, at least 50% of the ACE Empower's restrooms are stocked with feminine hygiene products available free-of-charge in compliance with Education Code section 35292.6.

Suicide Prevention

ACE Empower shall maintain a policy on pupil suicide prevention that specifically addresses needs of high-risk groups, in compliance with Education Code section 215 et seq. ACE shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The Suicide Prevention Plan is included in the ACE Health and Safety Policy included in **Appendix 7 - Health, Wellness, and Safety Plans** and posted on the ACE website

California Healthy Youth Act

ACE Empower shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Diabetes

ACE Empower will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Prevention of Human Trafficking

ACE Empower shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Bullying Prevention

ACE Empower shall adopt procedures for preventing acts of bullying, including cyberbullying. ACE Empower shall annually make available the online training module developed by the CDE pursuant

to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Drug, Alcohol, and Smoke-free Environment

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

Role of Staff as Mandated Child Abuse Reporters

All ACE employees, including non-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. ACE Empower shall provide all employees, and other persons working on behalf of ACE Empower who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code Section 44691.

Safe Place to Learn Act

ACE Empower shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Family Educational Rights and Privacy Act

ACE Empower, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

SAFETY

Procedures for Background Checks

Employees and contractors of ACE shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. ACE Empower shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44830.1 and 45122.1. The CEO or Designee shall monitor compliance with this policy and report to the ACE Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the CEO. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted

and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at ACE Empower:

- The Commission on Teacher Credentialing certificate, permit or other document equivalent required for a teacher's certificated assignment
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the Human Resources Department in a confidential secured file separate from personnel files, as required under the law
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Copy of teaching credential
- Cover Letter
- Resume
- Complete W-4 & DE-4 Income Tax forms
- Proof of Tuberculosis risk assessment or examination

Comprehensive Anti-discrimination and Harassment Policies And Procedures

ACE Empower is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Misconduct of this nature is very serious and will be addressed in accordance with ACE's discrimination and harassment policies.

ACE maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the Board of Directors, the CEO or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to ACE Empower through this procedure. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each

quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. ACE Empower shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils. The Comprehensive Policy and Complaint Forms are annually distributed through the Employee Handbook and the Student and Family Handbook, which are available in **Appendix 11 - Handbooks**.

Facility Safety

ACE Empower shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. ACE Empower agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. ACE Empower shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

If ACE Empower occupies and/or operates on a District facility, ACE Empower shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division and other District offices in the same manner as other district campuses and as set forth in the MOU.

ACE Empower affirms that it will comply with the federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

Emergency Preparedness

ACE Empower maintains an emergency plan appropriate for each site (on file for review), which specifies responses to varied emergency situations including, but not limited to, assault and fighting, blood borne pathogens, bomb threats, campus unrest, chemical spills, shooter on campus, earthquake, explosions, utilities failure, fallen aircraft, fire, hostage situation, medical, severe weather et cetera. Emergency team roles and responsibilities are described in the plan and are reviewed annually. Roles include the school site responsible official, the school site safety coordinator, and other responsible officials. Other roles include team leaders for the site

communications, assembly area, first aid, food and water, search and assessment, student release, traffic and security, utilities and hazards teams.

Emergency plans are maintained on file and available for inspection. ACE adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and lockdown scenarios. Staff shall be provided training on emergency and first aid response. The training shall be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually.

School Safety Plan

ACE Empower shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address ACE Empower's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Please see **Appendix 8 - Health, Wellness and Safety** for the ACE Empower site-specific Safety Plan.

ELEMENT G - STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 1010-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

ACE Empower shall adhere to a Recruitment Strategy and Outreach Plan that combines effective recruitment strategies with the necessary human resources for implementation, designed to attract a diverse population of students that is reflective of the general population within the territorial jurisdiction of the District, with regard to racial and ethnic diversity, and to socio-economic diversity, English Learners, and students with Special Needs. The Charter school shall rigorously recruit students from the highest-needs neighborhood within which it is located and provide assistance to families in completing and returning registration applications. The Recruitment Strategy and Outreach Plan will be reviewed and updated annually based upon the success and/or challenges of the prior year.

RECRUITMENT STRATEGY & OUTREACH PLAN

ACE Empower's recruitment process is designed to enroll students who have been traditionally underserved and therefore underachieving in the education system, and who will be the first generation in their families to attend a four-year university.

Recruitment Strategy

ACE Empower has strong partnerships with community centers, churches and other organizations who work with local children and families. As a result of these partnerships, ACE Empower is able to hold numerous multilingual informational sessions for prospective students, widely distribute multilingual recruitment materials, and work to achieve a student population that has a balance of students across race and ethnicities, who are English Learners, and who have disabilities that is

reflective of the balance of the general student population within the territorial jurisdiction of the District. ACE Empower recognizes that the racial and ethnic, English Learner, and students with disabilities balance at the school may vary from the general population of the District because of its location within a traditionally underserved neighborhood with high need, and its focus on students who have typically struggled and are far behind.

ACE Empower has a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a student population that has a balance of students across race and ethnicities, who are English Learners, and who have disabilities that is reflective of the balance of the general student population within the territorial jurisdiction of the District. This includes, but is not limited to:

- 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 students across race and ethnicities, who are English Learners, and who have disabilities within the territorial jurisdiction of the District
- Partnerships with community organizations, churches and local elementary schools (for example, Amigos de Guadalupe, Mayfair Community Center, and CityTeam San Jose) to ensure that all members of the District community have access to information about ACE Empower
- Public informational meetings with interpreters available for families

Public Outreach Campaign

ACE Empower conducts a series of public outreach events, mailers, and other activities during the school year. All events and informational materials are multilingual (English, Spanish, Vietnamese) and all recruitment activities stress the school's focus on target students who have been underserved and who have little or no history of college attainment or success in their families.

A sample ACE Student and Family Recruitment Plan is provided below. The plan is adjusted each year, as needed.

ACE Student and Family Recruitment Plan

Target

To recruit students who have been underserved and who have little or no history of college attainment or success in their families, while seeking proportionality for the student population

that is reflective of the District in terms of race, ethnicity, EL status, and special education status. The goal is to have a 10% waitlist in each grade.

Public Advertising

2021-22 Enrollment will be advertised in the following:

- Internally, to the parent community (with incentives for students referred)
- Bulk Mail and Door to Door canvassing of the immediate neighborhood with multi-lingual flyers
- Presentations at Churches, Community Centers, and Community events (i.e. resource fairs, festivals, food and clothes giveaways, etc.)

The ACE website is updated with new Intent to Enroll Forms, the application process, and applicable deadlines annually.

Communication Methods and Frequency

ACE ensures active communication with potential students and families over the course of recruitment, application, and enrollment. These communications may take place in person or virtually, depending on the nature of the communication and the current community health conditions and requirements. Communication includes, but is not limited to the following:

- Community Outreach Manager and school staff attend recruitment events and distribute multilingual fliers starting in October
- The School Site holds monthly Info Sessions for interested families
- School tours are scheduled on a weekly basis
- All applicants receive a message to inform them ACE has received their application
- A lottery is held the first week of March
- Families receive notification electronically, and through mail, about their status and whether they were accepted or not
- Once families are accepted, a New Student Orientation is held
- Accepted families start being invited to school community events and meetings to start their integration into the school

ACE Empower assesses the demographics of the school on an annual basis to determine the degree to which it is representative of the District and the neighborhood in which the school is located, then adjusts the recruitment process as needed.

Please see **Appendix 9 - Student Recruitment, Admissions, & Enrollment** for Sample Recruitment Flyers, Intent to Enroll, and Registration Forms.

CURRENT STUDENT DEMOGRAPHICS

Unlike many charter schools regionally, ACE Empower predominantly serves students and families in the neighborhood within which it operates - the greater Mayfair neighborhood and the 95116 zip code. As this is a traditionally underserved neighborhood, ACE Empower students come from demographic subgroups that are significantly underrepresented in college. ACE Empower's program is designed to serve this student population, which it currently enrolls at a higher rate than found in the closest neighborhood school, Mathson Middle School, and across both the local district, ARUSD and Santa Clara County (SCC), as seen in **Figure G.1**.

Figure G.1 Student Demographics

2018-19 Student Demographics				
	ACE Empower	Mathson	ARUSD	SCC
Low-income	92%	93%	82%	36%
Latino	98%	75%	79%	39%
English Learner (EL)	63%	38%	40%	22%
Ever EL	91%	77%	72%	53%
SPED	20%	16%	12%	12%

Source: www.ed-data.org

While there is an “over representation” of students who are Latino and from low-income families, students who are English Learners, and students with special needs there is also a clear reason - those students and families are applying to ACE Empower because they want something different for their students. ACE sees it as an asset - not a liability - that the most marginalized students and families in our community are seeking enrollment at ACE Empower.

Please see **Appendix 9 - Student Recruitment, Admissions, and Enrollment** for a “heat map” of student residences in comparison to the Mayfield neighborhood and 95116 zip code, within which most students live.

PLAN FOR FUTURE STUDENT DEMOGRAPHICS

Recognizing the above, ACE Empower is committed to working on diversification and representation in alignment with County recommendations over the next charter term. This includes:

- **Ethnic Diversity** - Increased ethnic diversity, to better reflect the diversity found at the closest District middle school. This specifically includes outreach to Asian and Filipino students and families, which represent 10% and 5% of the neighborhood school respectively. As part of this effort, all recruitment materials are now translated into

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Vietnamese and interpretation is provided during recruitment events. Community centers and gathering places for Asian and Vietnamese students and families are now identified within the annual outreach plan.

- **English Learners** - Families who have been marginalized due to their English language proficiency are attracted to ACE Empower, which provides the systems and structures to fully involve these families. As a result, the school expects to continue to receive a high volume of applications from this subgroup. With this said, ACE Empower has developed and implemented robust Integrated and Designated ELD programs over the past several years. It is ACE Empower's goal that while the "Ever EL" percentage may remain high, that the EL percentage is able to decrease as students are reclassified.
- **Special Education** - ACE Empower serves a slightly higher percentage of students with special needs than the closest District school and about the same percent of students who are classified as "Moderate-Severe" as the District. In the next charter term, ACE Empower will hold a focus on searching and serving students who are on the Autism Spectrum as these students do not automatically qualify as "Moderate-Severe" but are served at a lower rate than the District.

ACE Empower will continue to work actively through recruitment efforts to ensure ethnic/racial diversity of students applying and work against over-representation in the EL and special education subgroups, but is limited by the random public lottery required by law to determine the final composition of each incoming class.

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ELEMENT H - ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

ASSURANCES

ACE Empower makes the following assurances regarding admissions:

- ACE Empower will enroll all pupils who wish to attend to the extent that space allows.
- ACE Empower will be an open enrollment, tuition-free public school with only the specific requirements for admission listed below (e.g., no minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- ACE Empower will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition
- ACE Empower shall consider students for admission without regard for and will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).
- ACE Empower shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. ACE Empower may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admission preferences set forth in this Charter.
- ACE Empower shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or

attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

- ACE Empower shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. ACE Empower shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students.
- ACE Empower shall comply with all applicable state law regarding homeless and foster youth. ACE Empower shall annually review its Uniform Complaint Procedure to account for changes in law.
- ACE Empower will comply with all laws establishing minimum and maximum age for public school attendance.
- ACE Empower will ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- ACE Empower will not determine admission eligibility by the place of residence of a pupil or the pupil's parent, except as otherwise required by law.
- In accordance with Education Code Section 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
- In accordance with Education Code Section 47605(e)(4)(A), ACE Empower shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), ACE Empower shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

- Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians.

ACE Empower shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the County upon request.

ADMISSION REQUIREMENTS

ACE Empower shall require students who wish to attend the school to complete an application form and be a resident of California. Applications are available on-line or in hard copy form in both English and Spanish. The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below (sibling, current ACE student)

The application specifies that volunteerism is not required for acceptance to or continued enrollment at the charter School.

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records⁴⁰

Immunizations

As detailed in **Element H - Health and Safety of Students and Staff** above, all students must provide records documenting immunizations prior to their children being admitted to school, as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title

⁴⁰ ACE Empower shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to ACE Empower before enrollment.

17, California Code of Regulations Sections 6000-6075 in their current and as they may be amended in the future.

School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed.

Exceptions are allowed under the conditions provided in Health and Safety Code Sections 120325, et seq.

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, ACE Empower will hold a public random drawing to determine admission for the impacted grade level.

Preferences

With the exception of existing students, who are guaranteed admission in the following school year, admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of currently enrolled or admitted students
2. Children of the paid staff of ACE Charter Schools
3. Residents of the District
4. Other State residents

The preferences in the public random drawing as listed above are consistent with Education Code Section 47605(e)(2) and applicable state and federal law as well as non-regulatory guidance, and have been approved by the Board of Directors in public hearing. The preferences in no way will result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Should preferences require modification, for example in order to meet requirements of a state or federal grant program, ACE Empower understands that this requires a material revision of the charter.

Process

Students qualifying for more than one preference group will be considered part of the highest preference in which they qualify. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a waitlist in an order according to their draw order in the public random drawing. This waitlist will allow students the option of enrollment in the case of an opening between the lottery and the start of the school year, or a new opening during the school year once underway. The waitlist will not be carried over to the next school year.

ACE Charter Schools shall hold its lotteries for each grade in each school on a single predetermined date during the prior school year. The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO and currently SchoolMint). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. Once a given grade is full in a given school, students will be added to the waitlist in draw order.

In accordance with the sibling preference, admission or enrollment of an applicant's sibling gives this applicant preference in the lottery process. One aspect of operationalizing this preference is ACE Charter School's policy that if a student is on a waitlist for a given school and his/her sibling is subsequently admitted to this school, he/she is moved to the top of the waitlist for his/her grade in this school.

If a student is admitted into more than one ACE Charter School, they may only retain a spot in one school. In the case that this occurs, the parents'/guardians' lottery application preference rankings serve as their decision regarding which school they prefer, allowing the student's spots in any lower-ranked schools or waitlists to be forfeited and given to students on those schools' waitlists.

A student may retain spots on waitlists they have ranked higher than their highest-ranked school accepted into.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the ACE website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. ACE will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Admissions and Enrollment Timeline

Figure H.1 provides an estimated application, public random drawing, and admission schedule and process. The final schedule and due dates will be communicated to interested parents and students on ACE Empower's website on an annual basis. It is anticipated that this timeline will remain the same, but it may change over time. It may be amended without any need to materially revise the charter as long as changes are communicated to the chartering authority and are posted on the ACE website.

Figure H.1 Admissions and Enrollment Timeline

Month	Process
September-April	Multilingual 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

The complete ACE Enrollment and Lottery Process is available in **Appendix 9 - Student Recruitment, Admissions, and Enrollment**, along with Recruitment Flyers, Registration Forms,

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Enrollment Forms, and information about health care coverage and enrollment options as required by law. The most recent version of ACE Empower's Student and Family Handbook is included as **Appendix 11 - Handbooks**, which contains information on ACE Empower's draft annual notices and Student and Family Contract. The application and enrollment forms, as well as Handbooks, include annual notice that volunteerism is not required for acceptance or continued enrollment at ACE Empower.

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ELEMENT I - FINANCIAL AUDITS

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

FISCAL AUDIT

The ACE Board of Directors will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements. This committee shall include no more than 50% of the members of the Finance Committee.

An annual independent fiscal audit of the books and records of ACE Empower will be conducted as required Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of ACE Empower will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Audit Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Santa Clara County Superintendent of Schools, the State Controller, and to the California Department of Education (CDE) by the 15th of December of each year. ACE's CEO, along with the Audit 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 County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the County as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and

deficiencies will be referred to the dispute resolution process contained in the dispute resolution process outlined in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of ACE Charter Schools is public record and provided to the public upon request. The most recent audit can be found in **Appendix 12 - Financial Documents**. Money is allocated in the annual and five-year budget to cover the cost of audits.

ACE’s current auditor is:

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

Please see **Miscellaneous** for information on the Financial Plan and Contract Services for ACE Empower.

ELEMENT J - PUPIL SUSPENSION AND EXPULSION

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

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

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

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

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

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

California Education Code Section 47605(c)(5)(J).

APPROACH TO DISCIPLINE

ACE Empower is committed to developing healthy behaviors in all of its students. As such, ACE Empower utilizes a proactive and restorative approach to discipline, supporting students in examining the impact of their actions on self and others and repairing harm when done. Through this approach, ACE Empower supports students in developing ownership of their actions while

Grow. Everyone. Every Day.

also leveraging support for the student from a wide range of caring adults. The ultimate goal is to reduce the need for suspension and expulsion as a disciplinary action. The Charter School recognizes that at times infractions may still result in suspension or expulsion, and has developed the suspension and expulsions procedures detailed below to govern those instances. These procedures are in alignment with Education Code provisions applicable to school districts and in no way should be construed as a “Zero Tolerance” policy on the part of ACE Empower. In fact, ACE Empower has realized significant reduction in its use of suspension and will continue to reduce rates in the next charter term.

For more information on the proactive work ACE Empower engages in to promote positive student behavior, including the core work of fostering a culture of optimism and strong school culture, please see “School Culture” in **Element A** of this charter.

The student Code of Conduct is provided on an annual basis to students and families through the Student and Family Handbook and to staff through the Employee Handbook, both of which are available in **Appendix 11 - Handbooks**.

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at ACE Empower. In creating this policy, ACE Empower has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law. Any revision to the procedures that exceed requirements to comply with existing laws or to reflect changes in Education Code Section 48900, shall require a material revision to the Charter.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline

expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, CEO, or designee's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable 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 Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes

disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the County upon request.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.

- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. 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.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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 their own safety or for their immediate family’s safety, or for the protection of school property, , which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 policy shall apply to students in any of grades 5 to 8, inclusive.

- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 8, inclusive.
- t. 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 student or school personnel.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:

- i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - c) An act of cyber sexual bullying.
 - i. For purposes of this policy, “cyber sexual bullying” means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student 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 student who has been adjudged by a juvenile court to have

committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. 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.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, , which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 5 to 8, inclusive.
- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 5 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 8, inclusive.
- t. 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 student or school personnel.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - c) An act of cyber sexual bullying.
 - i. For purposes of this policy, “cyber sexual bullying” means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student 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 student 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 (3)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife or other destructive device of no reasonable use to the student unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.

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

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261,266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

1. The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing;

- (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
2. 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.
 3. The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the students and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student 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 student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date and time when the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by

the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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, CEO, or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the

hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they 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 student being expelled, the complaining witness shall have the right to have their 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The

Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The

rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission as well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.

O. Readmission

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The process will be completed in a timely manner at the conclusion of the expulsion period. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education

curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian 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/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in

question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

The Principal, CEO, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is

determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 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 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K - EMPLOYEE RETIREMENT SYSTEM

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

ACE Empower utilizes a mix of benefits and compensation, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff. Staff will be employed on an "at will" contract. All employees and applicants are notified of their benefits options via the Employee Handbook.

RETIREMENT

All eligible employees at ACE Empower currently participate in the State Teachers' Retirement System (STRS). In the future, ACE may offer employees a 401(k) or 403(b) retirement program or similar retirement program, upon approval of the Board of Directors. All other employees participate in the federal social security system and/or a 401(k) defined contribution plan and employee payroll deferral plan as applicable to their position. The CEO, in collaboration with the Chief Financial and Operations Officer, is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees at ACE Empower.

ACE Empower shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing ACE Empower's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

ACE Empower shall also operate in compliance with Education Code section 47611 and notify employees of STRS participation on an annual basis via the Employee Handbook, included in **Appendix 11 - Handbooks**. In summary, this includes ensuring:

- All eligible employees are entitled to the benefit in the same manner as other public schools in ARUSD.
- All applicants are informed of the plan provided by ACE Empower and noticed that employment may exclude the applicant from further coverage in the his/her current

retirement system, depending on the retirement options offered by the charter of the charter school.

HEALTH

ACE Empower employees have the option of participating in the school's medical, dental, and vision insurance plan.

SALARY

All ACE Empower employees receive salary and benefits, as well as working conditions and calendar, which are competitive to those of equivalent employees of similar districts and determined by the ACE Board of Directors.

The most recent copy of the Employee Handbook is included as **Appendix 11 - Handbooks**, to provide additional information on Employee Systems and Benefits.

Please see **Element E - Employee Qualifications** for details on the process for recruiting, selecting, evaluating and terminating employees as well as the procedure for processing and monitoring credentials.

Please see **Element F - Health and Safety for Students and Staff** for details on the Uniform Complaint Policy, which is used for resolving complaints and ensuring Due Process. The policy is also available in its entirety in **Appendix 8 - Health, Wellness, and Safety Plans**.

ACE Empower teachers are currently not unionized and therefore do not have a relationship with a bargaining unit.

ELEMENT L - PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend ACE Empower. Students who opt not to attend the ACE Empower may attend other public schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in ACE Empower will be informed on admissions forms that enrollment in ACE Empower does not give a student an automatic right to enrollment in any program of the District or the County, or any other LEA as a consequence of enrollment in ACE Empower, except to the extent that such a right is extended by that local education agency.

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ELEMENT M - EMPLOYEE RETURN RIGHTS

Governing Law: 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(c)(5)(M).

No public school district employee shall be required to work at ACE Empower. Employees of Alum Rock Unified Elementary School District or Santa Clara County Office of Education who choose to leave the employment of the District or County to work at ACE Empower will have no automatic rights of return to that District or County after employment by ACE Empower unless specifically granted by that District or County through a leave of absence or other agreement. ACE Empower employees shall have any right upon leaving the District or County to work in ACE Empower that that District or County may specify, any rights of return to employment in a school district after employment in ACE Empower that District or County may specify, and any other rights upon leaving employment to work at ACE Empower that District or County determines to be reasonable and not in conflict with any law. The District or County's policies and procedures and applicable collective bargaining agreements shall govern any agreement made.

Sick or vacation leave or years of service credit at the District, the County, or any other school district will not be transferred to ACE Empower. Employment by ACE Empower provides no rights of employment at any other entity, including any rights in the case of closure of ACE Empower.

Additional information on employee rights regarding salary, terms of employment, and benefits can be found in **Element E** (Employee Qualifications) and **Element K** (Employee Retirement Systems).

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ELEMENT N - DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the charter school and the charting authority to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).

INTENT

The intent of the ACE Empower Dispute Resolution Process is to:

- Resolve disputes within ACE Empower pursuant to ACE Empower’s policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.

It is the intent that the charter petition be in alignment with the policies and desired protocols of Santa Clara County Office of Education. ACE Empower recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. Disputes between ACE Empower and the chartering authority shall be handled in accordance with ACE Empower’s Memorandum of Understanding with the County.

DISPUTES BETWEEN THE AUTHORIZER AND THE CHARTER SCHOOL

ACE Empower and the County will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the County and ACE Empower.

If either ACE Empower or SCCOE determines that a violation of the Charter or MOU or any other applicable law may have occurred or a problem has arisen related to the operation of ACE Empower and/or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and ACE Empower, the following procedures shall be followed to resolve the dispute:

1. Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the SCCOE may

commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.

2. In the event that the SCCOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.
3. If the violation or issue in question does not constitute a severe and imminent threat and the County Board has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SCCOE Superintendent and Charter School CEO, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the ACE Empower representative will be the ACE's CEO or CEO's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, may proceed to step 4 or take any other action they deem appropriate in response to the dispute.
4. If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and this MOU and may pursue any alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

INTERNAL DISPUTES

Disputes arising from within ACE Empower, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter School Board members,

shall be resolved pursuant to policies and processes adopted by the ACE Board including, but not limited to general complaint procedures and the adopted Uniform Complaint Procedures of ACE Empower, found in **Appendix 8 - Health, Wellness, and Safety Policies**. The UCP includes clear information and procedures as required by law. The UCP is clearly articulated in the school's Employee Handbook and Student and Family Handbook and distributed widely. The Employee Handbook and Student and Family Handbook are available in **Appendix 11 - Handbooks**.

ACE Empower will not, at any time, refer complaints to the County. The County shall not intervene in any such internal disputes without the consent of ACE's Board of Directors and shall promptly refer any complaints or reports regarding such disputes to the Board of Directors or ACE's CEO for resolution pursuant to the school's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors has requested the County to intervene in the dispute.

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ELEMENT O - SCHOOL CLOSURE PROCEDURES

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

Closure of ACE Empower will be documented by official action of the ACE Charter Schools Board of Directors. The official action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

NOTIFICATION AND TIMELINE

ACE Empower will promptly notify parents and students of the school, Santa Clara County Office of Education, the school's SELPA, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the following information:

- Charter school name, charter number, and CDS code;
- Date of closure action;
- Effective date of the closure, if different;
- Reason for the closure;
- Name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- The districts of residence for pupils; and
- How parents may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

NOTIFICATION OF STUDENTS AND FAMILIES

Students and families will be notified as soon as possible when it appears that school closure will be imminent. Students and families will also be promptly notified of any official closure action taken by the Board of Directors. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

MANAGEMENT OF STUDENT AND STAFF RECORDS

ACE Empower will develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities. This specifically includes:

- All student records, including final transcripts, diplomas for non-graduates, the template used to create the diploma, and cumulative files.
- A list of students for whom student records were provided, including their names, SSID, and grade levels in both hard copy and Excel.
- A list of non-grads including their names, SSID, and grade levels in both hard copy and Excel.
- All personnel files, inclusive of retirement accrued and W-2 information.
- A list of all personnel including their names and Social Security Numbers.

As applicable, ACE Empower will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act. ACE Empower will ask the County to store original records of Charter School students. All student records of ACE Empower shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, ACE Empower shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

FINANCIAL RECORDS, FINAL REPORTS AND DISTRIBUTION OF ASSETS

As soon as reasonably practical, ACE Empower will prepare final financial records. ACE Empower will also have an independent audit completed within six months after closure. ACE Empower will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ACE Empower and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as

a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ACE Empower.

ACE Empower will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of ACE Empower, all assets of ACE Empower, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending ACE Empower, remain the sole property of ACE Empower and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation which require assets remaining after payment of all debts and liabilities shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

As ACE Empower is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of ACE, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

ACE Empower will utilize the reserve fund, as allocated in the Budget in **Appendix 12 - Financial Documents**, to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER ELEMENTS

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided.” Education Code Section 47605(h).

ACE Empower will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

CIVIL LIABILITY

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. California Education Code Section 47605(h)

ACE Empower shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. ACE Empower shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of ACE Empower.

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

The corporate bylaws of ACE shall provide for indemnification of ACE’s Board, officers, agents, and employees, and ACE will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the County and ACE's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of ACE.

The ACE Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLAN

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

ACE Empower practices sound financial planning, as see in the following documents attached in **Appendix 12 - Financial Documents** which reflect the best data available to ACE Empower at the time of submission:

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

ACE Empower understands its responsibility to, and therefore shall, provide financial reports to the Authorizer and the County Superintendent of Schools, in accordance with Education Code Section 47604.33.

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the chartering authority shall include an annual statement of all ACE Empower's receipts and expenditures for the preceding fiscal year.

ACE Empower shall provide additional fiscal reports as requested by the Authorizer and/or as required by law, including but not limited to the following:

- California Basic Educational Data System (CBEDS)
- Actual Average Daily Attendance reports
- All financial reports required by Education Code Sections 47604.33 and 47605(m)
- The School Accountability Report Card (SARC)
- The Local Control and Accountability Plan (LCAP)

LABOR RELATIONS

ACE Charter Schools shall be deemed the exclusive public school employer of the employees of ACE Empower for the purposes of the Educational Employment Relations Act (“EERA”). ACE Charter Schools shall comply with the EERA. Employees are not required to engage in collective bargaining, but they have that right if they choose to do so.

INSURANCE

ACE Empower shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the County and ACE’s insurer. The County shall be named as an additional insured on all policies of ACE Empower. ACE Empower will provide evidence of the above insurance coverage to the County.

Toward this end, ACE Empower shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. WORKERS’ COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h)

ACE Empower will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities. ACE Empower shall seek Proposition 39 (“Prop. 39”) facilities from the District and is open to negotiations with the District for other facilities arrangements. ACE Empower anticipates requiring the following with regard to its facilities:

ACE Empower will require facilities to hold between 250 and 400 students when fully enrolled. At capacity, ACE Empower expects to need 18-20 classrooms, including space for core curriculum, individualized tutoring, Special Education classrooms, as well as office space, storage areas, meeting rooms and other necessary spaces. ACE Empower will require space for a computer lab, as well as specialized classrooms for Science, Art and other electives.

ACE Empower will execute its right to request facilities under Proposition 39, but is willing to negotiate alternate facility agreements with the District.

TRANSPORTATION

ACE Empower will make arrangements for transportation of students, as required by law, including but not limited to students with disabilities in accordance with a student’s IEP, which shall be handled solely by ACE Empower in accordance with SELPA policy and the IDEIA as ACE Empower operates as its own LEA and a member of a SELPA for purposes of special education.

CHARTER OVERSIGHT

The MOU between the County and ACE Empower shall describe: 1) the County’s oversight of ACE Empower in accordance with Education Code Section 47604.32 in exchange for oversight fees in accordance with Education Code Section 47613; 2) the content, processes, timelines and evaluation criteria for annual review and site visits; and 3) the regular, ongoing fiscal and programmatic performance monitoring and reporting.

In addition, ACE Empower works in collaboration with the Santa Clara County Office of Education. To support the County in its oversight, ACE Empower provides an Annual Report

presentation to the County Board. This report is inclusive of topics identified by the County, which are provided to the Charter school in writing no later than 30 days before the presentation date.

AUDIT AND INSPECTION OF RECORDS

ACE Empower agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, ACE Empower shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

CHARTER RENEWAL

The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605, 47607, and 47607.2, and their implementing regulations.

CONCLUSION

By approving the renewal of this charter for ACE Empower, SCCOE will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Furthermore, the renewal of ACE Empower is in the best interest of its students and families.

ACE Empower is eager to continue working independently, yet cooperatively with SCCOE to establish the highest bar for what a charter school can and should be. To this end, ACE Empower pledges to work cooperatively with SCCOE to answer any concerns concerning this renewal petition. The term of the charter renewal shall be July 1, 2021 through June 30, 2026.

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Appendix 1



School Day and Year

2020-21 School Calendar

2020-21 School Day - Remote Learning

ACE Empower - Distance Learning Plan

ACE Empower - Learning Continuity and Attendance Plan

ACE Charter Schools

2020-2021 School Calendar

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	SD	SD	SD	SD	SD	

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	SD	SD	SD	SD	SD	8
9	SD	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
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			

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	SD	SD	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
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					

December 2020						
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		

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	SD	SD	SD	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
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						

March 2021						
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	SD	SD	27
28	29	30	31			

April 2021						
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	

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	SD	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	SD	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



School Closed



SD Staff Development (no school for students)



First and Last Day of School

ACE Empower Academy
 625 S. Sunset Ave
 San Jose, CA 95116
 Office: 408-729-3920
 Fax: 408-729-3952

Board Approved July 15, 2020

VIRTUAL SCHEDULE - Fall 2020

Monday, Tuesday, Wednesday, Thursday - Synchronous

Friday - Teacher PD/Meetings and Planning with both Synchronous/Asynchronous Learning for Students

Monday & Wednesday Schedule											Tuesday & Thursday Schedule											Friday	
Teachers	Period 1 CS 8:00 - 9:00	Break 9:00 - 9:10	Period 2 9:10 - 10:10	Break 10:10 - 10:20	Period 3 10:20 - 11:20	Break 11:20 - 11:30	Period 4 11:30 - 12:30	Lunch 12:30 - 1:30	Period 5 1:30 - 2:30		Teachers	Period 1 CS 8:00 - 9:00	Break 9:00 - 9:10	Period 2 9:10 - 10:10	Break 10:10 - 10:20	Period 3 10:20 - 11:20	Break 11:20 - 11:30	Period 4 11:30 - 12:30	Lunch 12:30 - 1:30	Period 5 1:30 - 2:30	Teachers	Period 1 - First 20-30 min Synchronous Period 2 - Period 4	
Jehan (5th & 8th)	5A		Prep		Prep		8A		OH		Jehan (5th & 8th)	5A		Prep		5A		8B		OH	Jehan (5th & 8th)	Post CS/ 5-8th Science to GC	
Ms. Saenz (5th ELA)	Prep		5A		Prep		Prep		5A (OH)		Ms. Saenz (5th ELA)	Prep		5A		Prep		Prep		8B (OH)	(5th ELA)	POST ELA to GC	
Mrs. Oroz (5th Math)	7A - Support		7B - Support		Prep		5A		Prep		Mrs. Oroz (5th Math)	7A - Support		7B - Support		Prep		5A		5A (OH)	Shazia (5th Math)	Post 5th Math to GC	
Goshlasb (6th Math)	6A		Prep		6B		6A		6B (OH)		Goshlasb (6th Math)	6A		Prep		6B		6A		6A (OH)	Goshlasb (6th Math)	Post 6th CS/Math to GC	
Miller (6th ELA)	6B		Prep		6A		6B		6A (OH)		(6th ELA)	6B		Prep		6A		6B		6B (OH)	(6th ELA)	Post 6th CS/ELA to GC *First 20-30 min	
Noriega/R esident	7A		7B		7A		7B ELA		Prep		Noriega/R esident	7A		7B		7A		7B ELA		Prep	Noriega/R esident	Post 7th CS/Math to GC *First 20-30 min	
(7th ELA) Alexandra	7B		7A		7B (OH)		7A OH		Prep		(7th ELA) Alexandra	7B		7A		7B OH		7A (OH)		Prep	(7th ELA) Alexandra	Post 7th CS/ELA to GC *First 20-30 min	
Williams (8th Math)	8A		8B		8A		Prep		8B (OH)		Williams (8th Math)	8A		8B		8A		Prep		8A (OH)	Williams (8th Math)	Post 8th Math/CS to GC *First 20-30 min	
Ambrozik (8th ELA)	8B		8A		8B		Prep		8A (OH)		Ambrozik (8th ELA)	8B		8A		8B		Prep		8B (OH)	Ambrozik (8th ELA)	Post 8th ELA/CS to GC *First 20-30 min	
LaTorre (P. E.)	Prep		6A		8A - Support		7B (OH) Support		7B		LaTorre (P. E.)	Prep		6B		8B - Support		7A (OH) Support		7A	LaTorre (P. E.)	Post 6/7 PE to GC	
Esquivel (ELD)	Prep		6B		5A		8B		7A		Esquivel (ELD)	Prep		6A		Prep		8A		7B	Esquivel (ELD)	Post ELD 5-8th to GC	
Smith (SPED)	Prep	Identify which cohorts you'll support M/W here									Smith (SPED)	Prep	Identify which cohorts you'll support T/TH here									Smith (SPED)	Post Modify work for SPED students
7th/8th Andrea	Prep		8B		8A		7A (OH)		8A (OH)		7th/8th Andrea	Prep		7A		7B		7B (OH)		8B (OH)	7th/8th Andrea	Post Modify work for SPED students	
5th/6th Linda	Prep		5A		6B		5A		6B (OH)		5th/6th Linda	Prep		5A		6A		5A		6A (OH)	5th/6th Linda		
Mrs. Ahmed	7A - Support		7B - Support		7A - Support		7B (OH)		Prep		Mrs. Ahmed	7A - Support		7B - Support		7A - Support		7A (OH)		Prep	Chaoyi		

8A - Williams (Stan State)							2025	8B - Ambrozik (UCSB)						
Start	End	Monday	Tuesday	Wednesday	Thursday	Friday		Start	End	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	9:00	Period 1 Mrs. Williams						8:00	9:00	Period 1 Mrs. Ambrozik				
9:00	9:10	Break						9:00	9:10	Break				
9:10	10:10	Period 2 ELA - Mrs. Ambrozik						9:10	10:10	Period 2 Math - Mrs. Williams				
10:10	10:20	Break						10:10	10:20	Break				
10:20	11:20	Period 3 Math - Mrs. Williams						10:20	11:20	Period 3 ELA - Mrs. Ambrozik				
11:20	11:30	Break						11:20	11:30	Break				
11:30	12:30	Period 4 Science Ms. Jehan	Period 4 ELD Ms. Esquivel	Period 4 Science Ms. Jehan	Period 4 ELD Ms. Esquivel	Science/ELD Google Classroom Work		11:30	12:30	Period 4 ELD Ms. Esquivel	Period 4 Science Ms. Jehan	Period 4 ELD Ms. Esquivel	Period 4 Science Ms. Jehan	Science/ELD Google Classroom Work
12:30	1:30	Lunch						12:30	1:30	Lunch				
1:30	2:30	Period 5 Mandatory O.H. - ELA	Period 5 Mandatory O.H. - Math	Period 5 Mandatory O.H. - ELA	Period 5 Mandatory O.H. - Math	By Appointment O.H.		1:30	2:30	Period 5 Mandatory O.H. - Math	Period 5 Mandatory O.H. - ELA	Period 5 Mandatory O.H. - Math	Period 5 Mandatory O.H. - ELA	By Appointment O.H.
2:30	4:00	Complete and Submit Work						2:30	4:00	Complete and Submit Work				

7A - Noriega (Berkeley)							2026	7B - Pineda (Cal Poly)						
Start	End	Monday	Tuesday	Wednesday	Thursday	Friday		Start	End	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	9:00	Period 1 Ms. Noriega & Mrs. Ahmed						8:00	9:00	Period 1 Ms. Pineda				
9:00	9:10	Break						9:00	9:10	Break				
9:10	10:10	Period 2 ELA - Ms. Pineda						9:10	10:10	Period 2 Math - Ms. Noriega & Mrs. Ahmed				
10:10	10:20	Break						10:10	10:20	Break				
10:20	11:20	Period 3 Math - Ms. Noriega & Mrs. Ahmed						10:20	11:20	Period 3 ELA - Ms. Pineda				
11:20	11:30	Break						11:20	11:30	Break				
11:30	12:30	Period 4 Mandatory O.H. - ELA	Period 4 Mandatory O.H. - Math	Period 4 Mandatory O.H. - ELA	Period 4 Mandatory O.H. - Math	PE/ELD Google Classroom Work		11:30	12:30	Period 4 Mandatory O.H. - Math	Period 4 Mandatory O.H. - ELA	Period 4 Mandatory O.H. - Math	Period 4 Mandatory O.H. - ELA	PE/ELD Google Classroom Work
12:30	1:30	Lunch						12:30	1:30	Lunch				
1:30	2:30	Period 5 ELD Ms. Esquivel	Period 5 PE Mr. Latorre	Period 5 ELD Ms. Esquivel	Period 5 PE Mr. Latorre	By Appointment O.H.		1:30	2:30	Period 5 PE Mr. Latorre	Period 5 ELD Ms. Esquivel	Period 5 PE Mr. Latorre	Period 5 ELD Ms. Esquivel	By Appointment O.H.
2:30	4:00	Complete and Submit Work						2:30	4:00	Complete and Submit Work				

6A - GoshtasbCS (CSUDH)							2027	6B - Ms. Miller (CSULB)						
Start	End	Monday	Tuesday	Wednesday	Thursday	Friday		Start	End	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	9:00	Period 1 Mrs. Goshtasb						8:00	9:00	Period 1 Ms. Miller				
9:00	9:10	Break						9:00	9:10	Break				
9:10	10:10	Period 2 PE Mr. Latorre	Period 2 ELD Ms. Esquivel	Period 2 PE Mr. Latorre	Period 2 ELD Ms. Esquivel	PE/ELD Google Classroom Work		9:10	10:10	Period 2 ELD Ms. Esquivel	Period 2 PE Mr. Latorre	Period 2 ELD Ms. Esquivel	Period 2 PE Mr. Latorre	PE/ELD Google Classroom Work
10:10	10:20	Break						10:10	10:20	Break				
10:20	11:20	Period 3 ELA - Ms. Miller						10:20	11:20	Period 3 Math - Mrs. Goshtasb				
11:20	11:30	Break						11:20	11:30	Break				
11:30	12:30	Period 4 Math - Mrs. Goshtasb						11:30	12:30	Period 4 ELA - Ms. Miller				
12:30	1:30	Lunch						12:30	1:30	Lunch				
1:30	2:30	Period 5 Mandatory O.H. - ELA	Period 5 Mandatory O.H. - Math	Period 5 Mandatory O.H. - ELA	Period 5 Mandatory O.H. - Math	By Appointment O.H.		1:30	2:30	Period 5 Mandatory O.H. - Math	Period 5 Mandatory O.H. - ELA	Period 5 Mandatory O.H. - Math	Period 5 Mandatory O.H. - ELA	By Appointment O.H.
2:30	4:00	Complete and Submit Work						2:30	4:00	Complete and Submit Work				

5A- Jehan (UCSC)							2028	
Start	End	Monday	Tuesday	Wednesday	Thursday	Friday		
8:00	9:00	Period 1 Ms. Jehan						
9:00	9:10	Break						
9:10	10:10	Period 2 ELA - Ms. Saenz						
10:10	10:20	Break						
10:20	11:20	Period 3 ELD Ms. Esquivel	Period 3 Science Ms. Jehan	Period 3 ELD Ms. Esquivel	Period 3 Science Ms. Jehan	Science/ELD Google Classroom Work		
11:20	11:30	Break						
11:30	12:30	Period 4 Math - Mrs. Oroz & Ms. Noriega						
12:30	1:30	Lunch						
1:30	2:30	Period 5 Mandatory O.H. - ELA	Period 5 Mandatory O.H. - Math	Period 5 Mandatory O.H. - ELA	Period 5 Mandatory O.H. - Math	By Appointment O.H.		
2:30	4:00	Complete and Submit Work						



ACE Charter Schools Distance Learning Plan

To Address COVID-19 Impact on Student Learning
April 2020

Table of Contents

ACE Immediate Response to School Closure	3
ACE Strategic Plan	5
ACE Distance Learning Plan	6
Purpose	
Distance Learning Goals	
Academic Program	
Sample Schedules	
Community Engagement to Support Distance Learning	
Grades/Grading Policy	
Student Services	15
Special Education	
English Learners	
Examples from ACE Distance Learning & Key Source Documents and Resources	17

ACE Immediate Response to School Closure

On March 13, 2020, the Santa Clara County Public Health Department announced a county-wide ordinance that placed all Santa Clara County schools under a shelter-in-place order. Prior to the shelter-in-place order being announced, to prepare for distance learning, each ACE school surveyed all students and families around students' home technology and internet capabilities. Based on this data, ACE has prepared and distributed home tech to provide access to distance learning to over 500 families, including over 500 chromebooks and wifi hotspots where necessary. Following the March 13 order, ACE took immediate actions to connect and inform all students, families and staff that all ACE schools would be closed until April 3, 2020 via phone calls, flyers, emails, newsletters, social media posts and our ACE website.

Additionally, to ensure our students would be able to continue their education via an online distance learning format, ACE held an emergency senior leadership meeting on March 14 to create and finalize a technology distribution plan. The desire was to hand out technology and get students access to online curricular materials as soon as possible. By March 25, every student and family who indicated a need for technology was provided with necessary resources and tech support, resulting in 100% of ACE students being able to fully connect with our teachers and staff via such platforms as Google Classrooms and Zoom.

Once Governor Newsom and State Superintendent of Public Instruction Tony Thurmond announced that the school closure would continue until the end of the school year, we sent the following message to our students and families:

Dear ACE Families,

On Wednesday, April 1, 2020, Governor Gavin Newsom and State Superintendent of Public Instruction Tony Thurmond made the announcement that "school campuses in California will not be able to reopen this school year." We will continue to update the ACE community as guidance from Santa Clara County Department of Public Health and the Office of Education becomes available.

Even though our campuses will remain closed, ACE will continue to provide services and support to our ACE community, such as food distribution at each school site. ACE teachers will provide quality instruction, support, and feedback to all students in our Distance Learning program. Our school leaders are working hard to maintain communication with you and your students - whether it's through Google Classroom, ParentSquare, Remind, or One Call. We will be updating our website frequently. Please check www.acecharter.org for more information.

Obviously, this will affect our end of year activities and celebrations. We value the

growth and celebration of our students and we understand this is hard for all of us. We remain committed to **Grow, Everyone, Every Day** and we are working on ways to continue celebrating students' growth and achievement.

We are honored to be able to continue serving you and meeting your needs during these difficult times. Our teachers and staff miss you all and we are proud of all of your efforts. You are the reason that ACE exists and we continue to dedicate ourselves to preparing our students to feel optimistic about their success in college and life.

Sincerely,

Greg Lippman
Chief Executive Officer
ACE Charter Schools

ACE Strategic Plan

The following is an excerpt from ACE's 2020-2025 Strategic Plan which describes our commitment to our students and to their success. ACE is dedicated to ensuring that students continue to experience the care and commitment of ACE staff and the routine of daily learning during this time of school closure. While acknowledging that our approach to distance learning cannot precisely replicate what happens when students are on campus (the invaluable interpersonal relationships, real-time interactions, in-person feedback, community and extracurricular events), the ambitious goals we set in community with students and families remain the same. ACE is focused on providing quality learning opportunities in a virtual environment and continuing to fulfill the ACE promise to students.

Excerpts from ACE Strategic Plan 2020-2025

Mission

To ensure students who are struggling gain the skills and will to succeed in college and beyond.

Values

We believe every student has the boundless capacity to thrive

All students, regardless of circumstances, have the potential to excel in school and life. In order to help students reach their potential, we collectively maintain rigorous standards for students and staff inside and outside the classroom.

We take responsibility for student success

Every staff member at ACE focuses on empowering our students to navigate their internal and external challenges by providing effective, sustainable academic and personal development and learning opportunities.

We celebrate growth

We **Grow Everyone Every Day** by fostering a culture of optimism where our whole community takes pride in student and staff progress. We look for growth and student transformation and their development into young people who demonstrate self-efficacy and college-ready confidence.

We believe strong relationships lead to student success

ACE believes relationships are the fundamental lever of generational change; staff, families, and our communities are the agents of that change. ACE is committed to an interconnected school community based on genuine respect and compassion where relationships are integral to the success of all.

ACE Distance Learning Plan

Purpose

The ACE Distance Learning Plan was created to ensure every student at ACE Charter Schools receives a high-quality education which provides equitable access to learning and instruction during school closure.

It is our intention that we continue to work to meet our mission and build toward our vision, which is focused on being part of an equitable public education system where ACE students excel and are equipped to make transformative choices for their families and communities.

This document outlines expectations and procedures to ensure teaching and learning will continue with the greatest possible impact for our students given the challenging circumstances. The information included here is a summary and distillation of the work and communication of ACE teachers, administrators and central office staff as ACE schools have launched and refined their distance learning programs.

Distance Learning Goals

In the immediate aftermath of the shelter-in-place order, ACE staff collaborated to develop a set of goals for all members of the ACE community so that staff, families and students were clearly aligned. These goals are designed to ensure that ACE schools continue to work toward the ACE mission, and that the schools' academic and school culture programs, even in a virtual environment, continue to emphasize responses to the needs of students who have significant challenges.

Community Members	Distance Learning Program Goals
ACE Schools	<ol style="list-style-type: none"> 1. Continue to be at the service of ACE students and families 2. Provide continuity of learning for ACE students 3. Meet individual student needs to promote growth, limit academic regression during school closure
Students	<ol style="list-style-type: none"> 1. Complete all asynchronous assigned assignments by end of the school week (usually Friday). 2. Attend scheduled synchronous classes and meetings 3. Develop individual growth goals and reflect on personal, academic progress regularly¹

¹ ACE partners with [Sown to Grow](#) to provide its students with an online platform where students, teachers and even family members can collaborate around setting goals, reflecting on progress toward those goals, and learning more about what strategies work best for each individual student in reaching their educational aims.

	<ol style="list-style-type: none"> 4. Engage in Social-Emotional Learning/Community-Building opportunities (provided by school or teacher)
<p>General Education Teachers</p>	<ol style="list-style-type: none"> 1. Regular provision of new lessons to Google Classroom 2. Hold regular synchronous class sessions 3. Provide daily feedback to completed student work 4. Provide regular feedback to growth goals and reflections 5. Hold daily virtual office hours 6. Provide regular Social-Emotional Learning and community-building activities
<p>Special Education Teachers</p>	<ol style="list-style-type: none"> 1. Provide academic instruction that is aligned to goals within the IEP 2. Collaborate with general education teachers to provide modifications and accommodations when the student is in the inclusion setting 3. Provide case management and progress monitoring for all aspects of specialized instruction. 4. Provide (at a minimum) a 30-minute weekly check-in with each student on their caseload to connect regarding academic/social-emotional well-being 5. Continue to meet IEP (Annual/Triannual) compliance metrics by holding meetings virtually 6. Monitor the delivery of related services and recommend compensatory services to the LEA in order to prevent further regression during the time frame 7. Provide academic support and support for students in setting their goals 8. Provide support in students developing independent and functional behavioral skills 9. Continually assess students mastery of curricular and social emotional goals
<p>Site-Based Leadership and Administrators</p>	<ol style="list-style-type: none"> 1. Provide daily observations and feedback to teachers 2. Organize and implement regular community-building activities for staff, students, entire school community 3. Design and lead professional development to support teachers in meeting distance learning goals 4. Conduct regular Staff meetings/Department meetings 5. Initiate daily contact with parents 6. Hold regular (ideally several times monthly) virtual family “Cafecito” meetings

Academic Program

Distance Learning at ACE expects students to engage remotely in ways that support and continue classroom learning. ACE's online learning environment provides opportunities for students to engage in rigorous grade-level content through the use of asynchronous delivery methods, with synchronous methods supporting the learning².

ACE students engage in synchronous (real-time) work during distance learning. At ACE, students will attend sessions of synchronous classes for each content class each week, where they will interact with the classroom content teacher. In addition, students are to complete class assignments independently during asynchronous time, and may attend virtual office hours when needing greater assistance. This condensed methodology focuses on students staying connected and building relationships with staff and peers remotely, a core value at ACE Charter Schools.

Every staff member at ACE focuses on empowering our students to navigate their personal development. Students taking ownership over their learning is a key desire at ACE. Therefore, every student begins each day with a live connection with their College Seminar/Readiness teacher and classmates. During this time, students will connect with their College Seminar/Readiness teacher and log into Sown to Grow to create personalized goals and reflections.

As students interact with content, ACE teachers are focused on preparation and feedback. The expectation is to have each teacher hold four 30-minute sessions of synchronous classes each day. Teachers split students up into small groups with the intent of ensuring that each student sees the teacher two times a week. Teachers are encouraged to prepare two-three lessons for each week for students to complete.

During synchronous sessions, teachers are encouraged to check in, connect, and answer any questions students may have as their time together is limited. New instructional materials may be taught during synchronous sessions, but teachers are also encouraged to record instructional lessons and upload those videos into Google classrooms. This will allow students to view and review the videos at their own pace during asynchronous time. In addition to instructional videos, all necessary materials for the week's lessons will be uploaded into Google classroom by Monday morning.

²There is a robust research base supporting this methodology; one of the most recent examples is the recommendation of the [National Board for Professional Teaching Standards](#) (see clip starting in the 21st minute of this video). The suggestion here, which ACE has adopted as a fundamental principle of its distance learning program, is that learning at home should be 2-3 hours per day for middle schools while high schools can extend to 3-4 hours daily.

Sample Schedules

The following provide sample schedules for both middle and high school students at ACE. Please note that the schedules are similar for both groups of students from 8:30am-1:00pm with different post-1:00pm schedules. The colors on the schedule correspond to the following:

- Green = Synchronous “real-time” work
- Blue = Asynchronous independent work
- Grey = Breaks, lunch, movement, independent time

Middle School and High School Student Schedule (8:30am-1:00pm)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	College Seminar/ Readiness - Goal Setting	College Seminar/ Readiness - Goal Setting	College Seminar/ Readiness - Goal Setting	College Seminar/ Readiness - Goal Setting	College Seminar/ Readiness - Goal Setting
9:00-10:00	ELA Independent work	Math Independent work	SOAR Independent work	Science Independent work	Elective Independent work
10:00-10:30	Math	SOAR	Science	Elective	ELA
10:30 - 11:00	SOAR Independent work	Science Independent work	Math Independent work	Elective Independent work	ELA Independent work
11:00-12:00	Lunch/ mvmt	Lunch/ mvmt	Lunch/ movement	Lunch/ movement	Lunch/ movement
12:00-12:30	Science	Elective	ELA	Math	SOAR
12:30-1:00	Math Independent work	Elective Independent work	ELA Independent work	SOAR Independent work	Science Independent work

Middle School Only (Post-1:00pm)

1:00-2:00	Virtual Office Hours (drop in or by appointment)	Virtual Office Hours (drop in or by appointment)	Virtual Office Hours (drop in or by appointment)	Creative time; complete independent work; SEL, read; etc.	Virtual Office Hours (drop in or by appointment)
2:00- end of day	Creative time; complete independent work; read, etc.	Creative time; complete independent work; read, etc	Creative time; complete independent work; read, etc		Creative time; complete independent work; read, etc

High School Only (Post-1:00pm)

1:00-1:30	ELA	Science	History	Creative time; complete independent work; SEL, read; etc.	Math
1:30 - 2:30	Virtual Office Hours (drop in or by appointment)	Virtual Office Hours (drop in or by appointment)	Virtual Office Hours (drop in or by appointment)		Virtual Office Hours (drop in or by appointment)
2:30 - end of day	Creative time; complete independent work; SEL; read, etc.	Creative time; complete independent work; SEL; read, etc.	Creative time; complete independent work; SEL; read, etc.		Creative time; complete independent work; SEL; read, etc.

Sample Daily Teacher Schedule

The following are sample schedules for teachers at ACE.

The colors on the schedule correspond to the following:

- Green = Synchronous “real-time” work for students
- Blue = Preparing asynchronous independent work
- Grey = Breaks, lunch, movement, independent time

General Education Teacher

Time	Activity
7:30-8:30	Prep for morning meeting, log into technology, post videos and content for the day, check urgent communication
8:30-9:00	Lead college seminar/advisory: provide social connection, wellness check, and daily routines
9:00 - 10:00	Prep period; 1:1 calls with students, particularly those who do not have tech access as needed
10:00 - 10:30	Learning Block: lead Small Group 1
10:30-11:00	Learning Block: lead Small Group 2
11:00 - 12:00	Lunch
12:00 -12:30	Learning Block: lead Small Group 3
12:30 - 1:00	Learning Block: lead Small Group 4
1:00 - 2:00	Hold Virtual Office hours
2:00 - 3:30	Prep period <ul style="list-style-type: none"> ● Review student work and give feedback ● Prepare for tomorrow’s lessons ● Make 1:1 calls to priority students and families ● Check student progress on assignments ● Attend weekly coaching session ● Attend department meetings ● Attend whole staff professional development

Special Education Teacher

Time	Activity
8:00 - 9:00	Collaborate with general education teacher/Google classroom <i>modified</i> lesson upload
9:00 - 10:00	Specialized Academic Services
10:00 - 11:00	Weekly Check in for students with IEPs
11:00 - 12:00	Specialized Academic Services
12:00 - 12:30	Lunch
12:30 - 1:00	Specialized Academic Services
1:00 - 2:00	Student work Feedback
2:00 - 2:30	Weekly Check in for students with IEPs
2:30 - 3:30	Hold Virtual Office hours
3:30 - 4:30	Prep Period <ul style="list-style-type: none"> ● Review student work and give feedback ● Prepare for tomorrow's lessons ● Make 1:1 calls to priority students and families ● Check student progress on assignments ● Attend weekly coaching session ● Attend department meetings ● Attend whole staff professional development

Community Engagement to Support Distance Learning

Since the shelter-in-place order went into effect, all members of the ACE staff have been involved in different ways in supporting families (both parents and students) in helping to ensure that all children continue to learn and thrive in a distance learning environment. The following is an overview of some of the key modes of communication that different ACE staff members have been using:

1. School Administrators
 - a. Parent meetings such as virtual cafecitos, community meetings
 - b. Whole-community community-building efforts such as challenges, games, competitions designed to highlight distance learning opportunities and achievements
 - c. School spirit points for students who are showing strong effort in distance learning environment

- d. Live Streaming announcements on social media
 - e. Parent newsletter
2. Teachers
- Student-only virtual office hours, challenges on social media, classroom awards and prizes
 - Sharing individual updates, information through school social media accounts and adding students and families to be able to enhance direct communication
 - Sharing what they doing during shelter in place to pass the time (cooking, painting, playing fetch with dog)
3. Community Outreach Managers (COM)³
- Outreach to all 1100 families to support technology distribution
 - Providing resources to families regarding rental assistance, food distribution, etc.
 - On-going point of contact for families for technology support
 - Organizing and co-facilitating of Cafecitos/Community Meetings
4. Central office staff
- Using dissemination channels such as ParentSquare, OneCall, Social Media to share network-wide notifications regarding school closure, health ordinances, accessing technology, and general updates about distance learning
5. *Slated to start in May 2020: Community Ambassador program*
- ACE is in the process of reaching out to parent leaders and alumni to offer them positions at ACE dedicated to continuous community outreach both to support new families as well as connect with new families in need of ACE-level academic and personal support

Grades/Grading Policy

ACE Charter Schools is committed to following the [California Department of Education guidance](#) on grading and graduation during school closure due to COVID-19. Per CDE guidance, student grades at ACE are fixed as of 3/13/20, the start of school closure.

ACE students will have the opportunity and ability to improve grades for the Spring 2020 semester. For the rest of the Spring semester, grades will be calculated by completion of daily growth goals and reflection, completion of assigned work, and attendance of synchronous classes meetings. Teachers will provide feedback via written or letter grade to all student work on a weekly basis. In the event Distance Learning will continue into the 2020-2021 school year, ACE will develop a more robust evaluation system for Distance Learning engagement.

³ All ACE schools have a dedicated Community Outreach Manager who is wholly dedicated to parent and family engagement and support.

Special emphasis is being placed on developing individualized plans for all students with non-passing grades as of 3/13/20. For the most at-risk students, principals have been directed to create individual academic plans to ensure minimal failure rates. This process of these individual plans involves grade-level teachers pinpointing exact assignments to be completed to create a pathway to pass the course. Special education teachers will connect with the IEP to create similar special plans for the students on their caseload.

Student Services

Special Education

ACE Charter Schools is committed to providing all students with IEPs proper services during school closure. We continue to follow the [California Department of Education guidance](#) on Special Education during school closure due to COVID-19.

The continuation of learning for ACE students during this time of school closure is reliant upon the continued positive well-being of staff, students, and families, especially for students with special needs. Therefore, special education service providers will continue to provide a free and appropriate public education utilizing Specialized Academic Instruction (SAI) through distance learning and related services through teletherapy as well.

Special Education service providers will use online remote tools such as Zoom, Google Hangouts, Skype and/or phone calls to connect with each student with an IEP. The site-based special education team will utilize a goal tracking and attendance tracking document to continually monitor the delivery and efficacy of services in relation to the students' IEP. Services provided remotely are to include (but are not limited to): Specialized Academic Instruction, Speech and Language therapy, Mental health counseling, Behavior Intervention Services, and Occupational Therapy.

The Office of Civil Rights ("OCR") has stated that "evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as student's parent or legal guardian consents." However, if assessment requires face-to-face interaction or observation, the assessment is delayed until the school reopens. Therefore, during school closure and shelter-in-place order, IEP meetings will be held via phone call or virtual online meeting. The IEP team will define the appropriate instruction and services in the online learning environment.

Under SB 117, the days that a school is closed due to COVID-19 are considered as days between a regular school session up until the time the school reopens and the regular school session reconvenes. It also states that no new assessment plan is to be generated during closure and a Prior Written Notice will be sent to parents. Therefore, all assessment plans will be placed on pause until School Closure is lifted and Special Education teachers have sent Prior Written Notice to all families explaining the changes of their child's educational plan.

English Learners

Students with linguistic needs can expect designated and integrated supports to continue. Designated ELD instruction is continuing through distance learning instruction via Google Classrooms and Zoom meetings in a class called SOAR. The designated ELD SOAR class will continue with consistent progress monitoring continually assessing English Language

proficiency in order to continue to identify linguistic needs and to ensure all students make progress towards being moved towards integrated support. Teachers of the SOAR class will continue to use the English 3D curriculum, which was designed by nationally recognized ELD author, researcher, and teacher educator, Dr. Kate Kinsella.

All teachers are expected to plan to address relevant ELD standards in their instruction in a designated setting, supporting the acquisition of a student's L2 (English), planning for the explicit teaching modeling of language, reading, and vocabulary processes. Instruction will be aligned towards creating a linguistically rich and supportive environment in the integrated setting. Support will be provided to instructional leaders in order to ensure linguistically responsive instruction continues to provide integrated support throughout all classrooms. Teachers will utilize researched based strategies and curriculum in the integrated and designated setting, including some of the listed strategies below.

Teachers will create opportunities for students to use and practice oral and academic language throughout distance learning as this will support them when they encounter the same language in print. Listed below is a set of key instructional strategies that ACE will provide support to their teachers in implementing.

Designated Focus: L1 development and L2 Acquisition through Spanish Language Arts or Direct Language Instruction (ESL Instruction)

Integrated Focus: Acquisition of an L2 or additional language, use of EL/SIOP/WIDA Strategies to support Integrated Language Development.

Specific Oral Language Supports in Distance Learning:

- Can-Do Name Charts
- Performance Definitions
- Academic sentence frames in classrooms for students to use in their exchanges
- Time in lessons/units to address cross-linguistic transfer activities
- Language Objectives/Targets in Lessons/Units
- Incorporate oral language strategies into lesson/unit plans (e.g. Communicative Activities, GLAD activities, etc)

Examples from ACE Distance Learning & Key Source Documents and Resources

Examples from ACE Distance Learning Program⁴

Weekly Overviews and Lesson Plans

- [5th Grade ELA Overview for Week of 4/20/20](#)
- [Virtual Office Hours Schedule](#)

Lessons and Student Materials

- [US History Lesson: Little Rock 9 Lesson](#)
- [5th Grade ELA Unit 2 Assessment](#)
- [Earth Day Activities](#)
- [Math Parallelogram Lesson](#) (Video)
- [Math lesson: calculating percentages](#) (Video from Khan Academy)
- [Math lesson: problem solving with percents](#)
- [Math Lesson: Equations for Proportional Relationships](#)
- [Math Lesson: Multiplying Mixed Numbers](#) (Video)
- [Math Lesson: Solving Real World Problems](#)
- [ELA lesson: initial lesson following school closure](#)
- [The Writing Process](#) (Video)
- [The Scientific Method](#) (video)
- [ELD/SOAR Lessons](#)
- [Science Biodiversity Lesson](#)

ACE Professional Development and Coaching

- [ELA Weekly Data Meeting](#)
- [ELA Department Meeting](#) (Video)

ACE Community Engagement

- [ACE Esperanza Virtual Cafecito](#) (Video)
- [ACE Empower Virtual Community Meeting](#) (Video)
- [ACE Esperanza Virtual Panther Pride Celebration](#) (Video)
- [ACE Inspire Virtual Cafecito](#) (Video)
- [ACE Charter High School Virtual Cafecito](#) (Video)
- [Teacher cooking favorite dish](#) (Video)
- [Push up Challenge](#) (Video)
- [Playing fetch](#) (Video)

⁴ Please note that ACE was unsure of the level of detail and evidence of actual practice that would be appropriate for this document; any additional evidence of staff work or teacher practice will be made available on request.

- [Parent Newsletter](#) (Empower)
- [Parent Newsletter](#) (Inspire)

ACE Tools and Resources for Staff

- [Distance Learning Resources for Teachers](#)
- [Special Education Attendance and Service Tracker](#)
- [Set up and Organizing Google Classrooms](#)
- [How to Access Materials on Google Classrooms](#) (Video)
- [Sown to Grow Walkthrough](#) (Video)

Examples of Online Platforms, Learning Resources used at ACE

- [Google Classrooms](#)
- [Google Hangouts](#)
- [Zoom](#)
- [Pear Deck](#)
- [Khan Academy](#)
- [Sown to Grow](#)
- [Remind](#)
- [Dreambox](#)
- [Lexia](#)

Social Emotional Learning Research and Guidelines

- [Panorama: Social Emotional Learning](#)
- [Panorama: How to Lead SEL in School Districts: 4 Experts Share Best Practices and Tips](#)
- [The Newsela SEL Collection: Bring Social-Emotional Learning into all classrooms](#)
- [Modern Teacher: Maintain Social & Emotional Connectedness](#)
- [Sown to Grow: Meeting Students' Emerging SEL Needs](#)

English-Language Development

- [English 3D Curriculum](#)
- [English Learner Support Strategies](#) from CDE
- SEAL: [Considerations for Supporting ELs with Distance Learning](#)
- Ensemble Learning: [Supporting ELs During Remote Learning](#)

County and State Guidance

- [INITIAL COUNTY OF SANTA CLARA PUBLIC HEALTH DEPARTMENT ANNOUNCES NEW ORDERS TO HELP SLOW SPREAD OF COVID-19](#)
- [Public Health Orders issued March 13, 2020](#) Santa Clara County Public Health
- [Seven Bay Area Jurisdictions Order Residents to Stay Home](#)
- [2020-3-16-Shelter in Place FAQs](#) Santa Clara County Public Health
- [03-16-20-Health-Officer-Order-to-Shelter-in-Place](#) Santa Clara County Public Health

- [Distance Learning Guidance](#) California Department of Education
- [News Release- Extended School Closures 3.25.20](#)
- [Santa Clara County Office of Education COVID-19 Updates](#)

General Research and Best Practices Resources

- [Best Practices in K-12 Online and Hybrid Courses](#)
- [Kids \(and Teachers\) Don't Need to Spend 8 Hours a Day on School Work Right Now](#)
- [9 Ways to Increase Online Student Engagement](#)
- [Distance Learning Plan](#), Palo Alto Unified School District
- [Distance Learning Plan](#), Iolani School
- [Distance Learning Plan](#), Mahtomedi Public Schools
- [Learning In The Time Of COVID-19](#)
- [Substitution Augmentation Modification Redefinition](#) Model for Technology
- [Uncommon Schools K-8 Remote Learning](#)
- [Uncommon Schools Distance Learning Plan](#)
- [Shifting to At-Home Learning-TNTP](#)
- [Modern Teacher: Get Effective Online Classrooms Up and Running](#)

Key ACE Documents

- [ACE Strategic Plan](#)⁵
- ACE Distance Learning Plan Goals: [ACE Phase I Goals and Expectations](#)
- [Parent Engagement: Virtual Cafecitos](#)

⁵ This is a final draft of the 2020-25 ACE Strategic Plan for final board approval in June 2020.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ACE Empower Academy	Lisamarie Reid Principal	lreid@acecharter.org (408)729-3920

General Information

Using all possible communication channels ACE Empower has worked to keep families and students informed and updated in the face of the school closure. ACE continues to work to meet our mission and build forward our vision, which is focused on being part of an equitable public education system where ACE students excel and are equipped to make transformative choices for their families and communities. Distance Learning at ACE Empower expects students to engage remotely in ways that support and continue classroom learning. ACE’s online learning environment provides opportunities for students to engage in rigorous grade-level content through the use of asynchronous delivery methods, with synchronous methods supporting the learning.

ACE Empower has ensured equitable access to the learning for every student through remote opportunities but some students are not logging on to connect with teachers and classmates. This lack of engagement creates interruptions in the learning we can not yet predict the impacts of. It causes social emotional stress on students and their families as our schools are often the hub of social activity for them. ACE takes great pride in the relationships created and sustained with students and families through engagement on campus and although a great deal of effort is being put forth for virtual meetings with families it is not the same outcome.

Throughout the pandemic and prior to the March 2020 shelter-in-place order, ACE Empower has made efforts to solicit feedback from our entire community. It began with a technology access and inventory survey to ensure access and connectivity for students, families and staff as we planned for distance learning during that time. During and after spring semester distance learning ACE Empower reached out to stakeholders for feedback on the process, procedures, needs, communication and overall satisfaction of distance learning from their perspective.

When ACE Empower began planning for the return to school it again went to stakeholders for feedback on how to best execute “school” through whichever model was chosen. Due to the ever changing nature of the pandemic ACE Empower has become part of a larger Task Force that represents the entire ACE network. The ACE Task Force, consisting of members from each of it’s stakeholder groups, has met regularly over the summer break and will continue to meet to collectively navigate how ACE best serves students and the members of it’s community. The Task Force was created to provide more timely feedback in light of the rapid changes that are occurring for schools.

Stakeholder Engagement

ACE Empower's target stakeholder groups include ACE students and their families, ACE Board members, and ACE staff, including teachers, administration, classified staff, and central office staff.

ACE Empower has utilized all possible channels to ensure that all stakeholders are included in the feedback process. The ACE team has reached out to stakeholders through ParentSquare, phone calls, and social media, which are the main avenues of communication with families and through email, which is used to communicate with staff and board members. ACE provided multiple opportunities for stakeholder input, including in the forms of focus groups for staff and students, an initial round of staff and student surveys sent through staff and student emails, and a second round of staff surveys (sent through email) and family surveys (sent through Parentsquare and social media).

In addition, ACE started its Community Task Force in mid-July, which was created as a way for stakeholders to give feedback on and make decisions about reopening schools. The Community Task Force is open to all stakeholders, and stakeholders have been notified through Parentsquare, email, calendar invites, and word of mouth from Community Outreach Managers, from School Administration, and from ACE Leadership. Community Task Force meetings are hosted on Zoom with Breakout Rooms for smaller group discussions. The Academic Performance Committee of the ACE Board has been invited to participate in the Community Task Force meetings, and other board members have been invited to share their initial priorities for reopening during the July Board meeting.

On September 15, 2020 ACE held the public hearing to share the Learning Continuity and Attendance Plan with stakeholders and solicit feedback from those groups on specific sections of the plan. The meeting was hosted on Zoom as well as streamed on Facebook live, all stakeholders on both platforms engaged in discussions about the plan and feedback was gathered by breakout room facilitators. All sessions were translated into Spanish in real-time for dual language participants. Notification of the public hearing was announced through Parentsquare, email, OneCall, and social media with all stakeholders invited to attend. Those who were unable to make the meeting were invited to review the documents, submit comments/feedback through a Google Form, and watch the recording of the public hearing meeting. The notification for the September 23rd Board meeting and the LCP approval was sent through Parentsquare, email, and OneCall, and all members of the public were invited to provide public comment in front of the board.

ACE always makes special accommodations for those without internet access and for non-English speakers. Community Task Force meetings, public hearings, and Board meetings have the access option for Zoom as well as dial-in for stakeholders who do not have internet access. All forms of communication are offered in English and Spanish, with live presentations having a translator present.

Stakeholder feedback was an integral part of the ACE Empower Learning Continuity and Attendance Plan. It was through the many Task Force meetings, stakeholder surveys, family Cafecito meetings and the Public Hearing that the plan was formed to best meet the needs of the ACE network. Sections pertaining to In-person Instruction, Distance Learning Program, and Health and Safety were directly influenced by stakeholders feedback. The Public Hearing brought very positive feedback on the multi-phased approach that has been implemented once ACE is able to offer services to small groups on campus.

ACE has prioritized communication so that all stakeholders have the opportunity to give feedback in surveys, Community Task Force meetings, and public hearings. ACE has used the following modes to invite stakeholders to participate: staff emails, board member emails, ParentSquare,

notifications on social media, reminders in teacher classes for families and students to attend, and follow-up by Community Outreach Managers and Community Ambassadors by phone and text message.

Due to COVID-19, ACE Board meetings are held on Zoom, and the public is invited to call in to the meeting. Call-in information for the public is included on board meeting agendas and posted on the ACE website according to Brown Act requirements. Materials for the meeting, including the board packet, presentation, and other materials are also posted on the ACE website in advance of the meeting or shortly thereafter. The public is invited to comment during the meeting by phone or in the Zoom meeting. All public comment follows Brown Act requirements.

Stakeholders had multiple opportunities to provide feedback on distance learning, reopening plans, the LCP, and more. The following section provides a summary of the feedback given by each stakeholder group.

Students had the opportunity to provide feedback to ACE in the form of focus groups and surveys after the 2019 Spring semester of distance learning. During this round of feedback, the majority of students who participated indicated that they preferred in-person instruction to distance learning. Students also noted that they wanted more live, synchronous meetings through Zoom or Google Meets. Students also had the opportunity to participate in the Community Task Force, and seemed to be split into those who wanted to return to in-person learning with masks and extensive safety measures, and those who thought it was unsafe to return and wanted to continue in distance learning.

Parents and families had the opportunity to provide feedback to ACE in the form of surveys and in the Community Task Force. The survey sent out prior to the first day of school indicated that survey participants were split pretty evenly between those who would send their students back to in-person learning (33.5%), those who would not want to send their student back to school for in-person learning (34.5%), and those who were still unsure (32%). The three most important health and safety practices for families if schools were to reopen for in-person instruction were the availability of masks and face coverings for all, limiting the amount of students on campus at one time, and enhanced cleaning at school sites. Participants were overwhelmingly concerned about the safety of their families and the social-emotional health of students if schools were to reopen for in-person instruction. Of the in-person instruction options, the most common preference was for a blended learning model with students attending in-person certain days each week (41.8%); the second preference was for a return to complete distance learning (35.6%) and the third preference was for a blended learning model with half-day sessions for all students (34.5%). In terms of distance learning, survey participants indicated that their top three priorities were live, small group sessions (68.6%), time spent on learning how to succeed in distance/online learning (48.5%), and assignments that can be accessed and completed at the student's own pace (47.4%).

The Community Task Force meetings consistently had over 40 participants, with half of participants as ACE parents. During Task Force meetings, parent participants continued to be split between those parents who wanted their child to stay in distance learning and those parents who would send their child for in-person instruction with appropriate safety measures like masks, cleaning schedules, and smaller classroom sizes. Parents also gave feedback on wanting strong, clear plans before reopening and improved communication between school sites and parents for distance learning.

During the Public Hearing stakeholders have requested proper training on newly instituted protocols such as: dropoff and pickup, class transitions, hand washing, lunch time procedures. In addition staff has asked for adequate training and time to practice the routines that will be in place when students return to campus. ACE will create a detailed in-person training protocol to ensure all audiences are properly prepared for this transition.

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Continuity of Learning

In-Person Instructional Offerings

ACE, with the guidance provided by the Santa Clara County Public Health Department, CDC, OSHA, have created policies and protocols to ensure the safety of staff, students and families. During distance learning, ACE Charter Schools have implemented the limitation of outside visitors to only those who are essential. A daily symptom check has been implemented, whether working from home or on campus, for every workday. Staff have the ability to work from home or work from campus if necessary. When on campus staff will be required to restrict access to spaces that were used for large gatherings. Staff will report their locations as well as when they arrive on campus and leave campus everyday. All staff have been trained on the required hygiene practices and have access to soap, sanitation and disinfectant supplies. Protective equipment will be provided to all staff and students in all spaces of campus. ACE is working on developing a training geared towards families and students, which will be required for them to take prior to return to on campus learning. This training will include information on hygiene, social distancing, drop off and pick up protocols, symptom screening and steps our school will take if a positive COVID case is reported.

ACE Empower will reopen with a hybrid block schedule model that will have students on campus 2 days per week and distance learning 3 days per week. Only 50% of the student body will be on campus at any one time to accommodate the model, allowing for proper social distancing, small gatherings, traceable exposure, and effective cleaning protocols. The model will allow for fewer staff on campus, freeing up FTEs to continue distance learning. Core classes will be prioritized to be held in-person with virtual (synchronous and asynchronous) learning occurring during off campus days for students. School days will be slightly shorter than the typical day to ensure safe transportation and cleaning protocols. ACE Empower will utilize indoor and outdoor enclosures to ensure safety protocols are being met.

ACE Empower will use the SBAC Interim Assessments three times per year with the summative SBAC in the spring. ACE Empower will also be utilizing Renaissance Star reading and math assessments this year to set benchmarks and track growth during this hybrid learning model. Classroom formative assessments will be used daily to ensure understanding of content.

ACE Empower has established a Multi-tiered System of Supports that is designed to identify students that are not making adequate progress in core content classes as well as ELD students not making adequate progress. ACE has hired additional resident teachers to support individualized and targeted student needs. ACE has created a counseling intern program to aid in the support of student's social emotional needs.

Stakeholders have requested proper training on newly instituted protocols such as: dropoff and pickup, class transitions, hand washing, lunch time procedures. In addition staff has asked for adequate training and time to practice the routines that will be in place when students return to campus. ACE will create a detailed in-person training protocol to ensure all audiences are properly prepared for this transition.

ACE school leaders along with the input of stakeholders have developed a multi-phased approach to bringing students back on campus in small groups. Students with the highest level of SAI minutes, those greater than 200 minutes per week will be included in the phase I of in-person learning. Also, students who fall in the Mod spectrum in disabilities will be included in phase I of in-person learning on campus. Keeping small

groups of 8 or fewer students during this phase. Phase II will target students falling below the 200 SAI minutes per week as well as designated ELD students that are a level 1 or 2 on the ELPAC assessment. Phase III will bring ELD students that are a level 3 on campus in addition, any student that has fallen below 60% in classroom engagement or assignment completion will be brought on campus in this phase. Phase III will also provide in-person learning for students who have been identified as having SEL concerns by the ACE Trauma Inventory. All phases of the in-person learning model will be held to the health and safety expectations set by the ACE Safety and Facilities Coordinator.

Description	Total Funds	Contributing
Renaissance Star 360 Assessment Package math and reading in grades 9-12	\$1,238	Y
Renaissance MyON Reading and Accelerated Reader Program grades 9-12	\$6,488	Y
Hiring of 4 Resident teachers to ensure course coverage	\$188,416	Y
Purchasing of additional cleaning supplies and PPE	\$17,500	N
HVAC facilities upgrades, outdoor classroom enhancements	\$125,000	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

To ensure student success during Distance Learning, the admin team along with instructional leaders led two weeks of Professional Development for teachers mapping instructional content using EngageNY for ELA and Math, StemScopes for Science, English 3D for ELD, and PE standards to prepare teachers to lead instruction. Teachers were informed on how to create a culture of optimism, build relationships with students, and create behavior expectations virtually.

Through distance learning, students receive synchronous instruction for ELA, Math, Science, ELD and PE in one hour block intervals with a ten minute break in between classes. In addition, students partake in a college seminar class, where they will set SMART goals, reflect on their progress, have SEL check ins, and develop a love for reading. Students also have access to teachers during an Office Hours block, in which teachers provide further support for students. Instruction during distance learning is provided through Zoom, Google Suite tools, such as Docs, Slides, Sheets, and Forms, Pear Deck, as well as a Learning Management System; Schoology. Students receive assignments during synchronous instruction, 21 hours per week, and during asynchronous instruction, 4 hours per week. Each of the main content areas will cover the CCSS, NGSS and ELD standards.

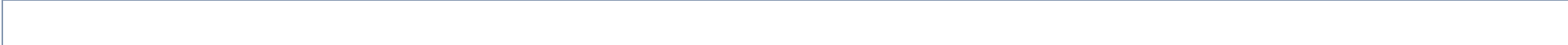
English Language Learners receive support from the ELD specialist coupled with the immersive reader feature in Pear Deck, and ELD strategies integrated in core content classes, we also have two Education Specialists, a Behavior Interventionist, and School Counselor who support students with their IEPs, BIPs, and socio-emotional learning. Family phone calls are made every Friday to provide updates on student progress, for students with low engagement, the admin team conducts home visits weekly. Information is also disseminated to families through the Community Outreach Manager, Parent Trainings, and Cafecitos.

Access to Devices and Connectivity

During the spring 2020 school closure ACE staff connected with students and families to determine the level of access to devices. The campus held a distribution day the week following the shut down and within days had students online attending classes and checking in with teachers and classmates through distance learning.

For the 20-21 school year, ACE Empower conducted a needs assessments through surveys, phone calls, Parent Square and home visits to determine students' ability to connect during distance learning. ACE has distributed 285 chromebooks to every student enrolled in the school and handed out nearly 100 hotspots for those students in need of access. ACE held a distribution day prior to the start of the school year, where students received their devices, text books, school supplies and any coaching necessary to ensure they are able to join classmates and teachers during distance learning.

Teachers are the first line of interaction with students and families to aid in any tech related issues, the majority concerns are resolved here. Tutorial videos have been shared with students and families to support the use of technology and our own technology department has made themselves available to ensure the tech is not the barrier to learning. Staff have made home visits to aid in setting up hotspots and getting devices connected and online.



Pupil Participation and Progress

ACE Empower stakeholders expect that we provide remote learning instruction as similar to in-person instruction as possible. In response to the feedback from our stakeholders (staff, students, parents and guardians), the remote learning schedule reflects what the in-person schedule would look like, with 60-minute classes, followed by a break after each class.

Teachers have been informed of the class schedule and time allotment for live instruction, as well as asynchronous assignments through summer professional development sessions. The decisions have been made with the lead team, which is composed of school administrators, and teachers as outlined by the Central Management Office at ACE. To ensure that students will receive the adequate instructional minutes as suggested by CDE guideline for distance learning. Attendance is taken every class period during synchronous learning and is tracked through online platforms while students are doing asynchronous work.

In addition, instruction during core classes will begin with a review of previous learning, an explicit teacher model, followed by a guided practiced, independent practice, closed out by an exit ticket to assess mastery. After class, students work on activities such as projects or

homework assignments, which should take no more than 30-45 minutes per class. Each of those assignments will be taken into account when calculating their instructional minutes by tracking them in the gradebook on PowerSchool.

To further ensure student progress, teachers partake in weekly data meetings to assess student learning and create a plan to facilitate data driven instruction. The Star reading and math assessments as well as the Interim SBAC assessments through the CAASPP system will be administered to students three times per school year. School leaders lead teachers in analyzing the assessment data to create differentiated instruction to meet students' cognitive abilities.

Distance Learning Professional Development

Teachers and school staff received two weeks of Professional Development prior to starting distance learning. Topics covered in the professional development sessions included both academic, and social emotional tools for teachers to implement throughout distance learning.

Sessions targeted at academic instruction included, creating a scope and sequence, breaking down standards, lesson planning, creating objectives and exit tickets, and delivering lessons using the gradual release model. Sessions targeted towards a social emotional response for students included, building relationships with students, reinforcing positive behaviors, addressing misbehaviors online, building relationships with parents, and creating a culture calendar in order to plan opportunities to build community with all of our stakeholders. In addition, we also provided professional development for teachers on using online programs to deliver instruction. These sessions included, teaching on Zoom using Google Classroom, and Sown to Grow.

The staff schedule has designated time to continue delivering professional development sessions to teachers throughout the school year. There will be opportunities for our entire staff to receive professional development, and opportunities to receive individualized support in one-on-one coaching meetings.

All teachers have been mandated to attend a COVID safety training which includes guidelines to prevent the spread of the virus, as well as guidelines for in-person instruction. As new policies and protocols are established when in-person learning begins teachers and staff will be properly trained to meet the health and safety requirements set forth by the County of Santa Clara.

Staff Roles and Responsibilities

Due to the increased demand for sanitation and having a heightened need for ensuring safety at our campus, ACE Charter Schools has doubled their staffing in facilities and maintenance at the network level.

In prior years, Empower received two Resident Teachers to be trained under Lead Teachers, this year, however, we now have a total of four Resident Teachers to be a support in virtual learning and as we shift to a hybrid model to support high needs students who will be on campus.

ACE has hired a Safety and Facilities Coordinator, this role will ensure all COVID-19 policy's will be adhered to. The position is responsible for conducting daily safety audits to ensure the school site, the staff and students are compliant with all policies. The position will also be responsible for training staff, students and families of policy and protocols for health and safety measures.

Supports for Pupils with Unique Needs

All students who are not Level 1 or Level 2 English Learners receive integrated instruction as planning requirements this year require the active planning for all domains of language acquisition, as well as the integration of the California ELD standards. Newcomers receive a designated class in their home language to increase success in their academic base, and Level 1 and Level 2 students receive a Designated ELD class, in tandem with their English class. The STAR assessment will be used in lieu of the ELPAC. All students will practice the various domains of language acquisition as it planned for in the lessons and should be addressed in the instruction. Progress Monitoring for EL students (RFEP and Non-RFEP) students will be done through our MTSS process/teams. Every six weeks the teams will meet to go over progress of all EL students through our tracking system that measures curricular, STAR assessment, and teacher reports of progress in order to either increase access to more instructional minutes or decrease more restrictive instruction. All students will continue to receive their services, including related services. All services are done remotely, with breakout groups in the classrooms and the learning specialist assisting the students while they attend the class. Students with special needs also have extra assistance with office hours to get more support with completing asynchronous work. We already have a comprehensive student services team with a Director, Program Specialist, and School Psychologist that have conducted needs based assessments quarterly to address any equity issues in regards to services.

ACE will be providing more intensive academic intervention/SEL support through our MTSS process. Students who have difficulty engaging in distance learning and those who are in groups that need more support (through an identified process or being a part of a vulnerable class of students) will be given priority support when on-campus instruction is allowed, but also through more intensive academic/behavioral intervention. All students are given access to a School Counselor and we have two MFTS to provide support to families in need of support, we also have developed a relationship with Alum Rock Counseling Center to provide more comprehensive support to families in need of case management and/or family/individual support services. We are monitoring attendance and engagement weekly and students who fall below the 60% threshold are immediately referred to the MTSS/Student Support Team and will be assigned a staff member to follow up with support and increase services based upon needs based assessments.

All Special Education students continue to receive all special education services as dictated by the IEP in remote settings following an inclusion model. Special Education teachers create individualized schedules ensuring students on their caseload are receiving all necessary instructional minutes. Service providers will meet with students using remote learning tools, such as Zoom or Google Meets. IEP meetings will continue to be held in a virtual setting. IEP testing will be conducted virtually, unless portions of the assessment require in person testing. During these incidences, all proper safety procedures and protocols will be followed.

All students, regardless of socioeconomic status, will receive all necessary resources, devices and tools needed to participate in distance learning.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Chromebooks purchased for all students	\$69,863	Y
Hot spots purchases for all students needing connectivity	\$27,840	Y
Curriculum and software purchased to support distance learning: Schoology, Pear Deck, STEM Scopes, Learn Zillion, Freckle math, Accelerated Reader, Whetstone, NEWSELA, Go Guardian	\$38,353	Y
Community Ambassadors for outreach and communication with families	\$33,150	N

Pupil Learning Loss

Students will take the Renaissance Star reading and math assessment in September during distance learning to benchmark current proficiency levels in those content areas. Instructional plans for these classes and individual students will be adjusted according to the results of those assessments. The Interim SBAC assessment will be administered in October during distance learning to benchmark specific standard proficiency. Instructional plans for individual students will be adjusted according to the results of those assessments. The Star assessments will be administered three times during the school year and the SBAC Interim assessment will administered three times during the school year. The rotation of these two assessments will provide an accurate picture of the proficiency and growth rates of students in these areas.

ACE staff collaborate in content areas for weekly data meetings. The weekly data meetings provide the time and opportunity for teachers and staff to review the assessment results and create reteach plans for standards and/or content students have not met proficiency on.

ACE Empower utilizes the English 3D curriculum for ELD students. The curriculum provides formative assessment results for progress monitoring. ACE will use the online Initial ELPAC to assess new students and use the Summative ELPAC to formally assess students in the spring of 2021. Data from these assessments will determine the levels of support need for individual students.

Pupil Learning Loss Strategies

ACE acknowledges based on unforeseen circumstances, such as COVID 19, that many students have endured learning loss. To address this deficit, the following will be implemented:

- Formative assessments
- Summative assessments
- Checks for understanding; exit tickets
- Bweekly quizzes
- Interim SBAC assessments
- Star testing in reading and math

- Goal setting and reflection in Sown to Grow

Data from these various assessments will provide the information necessary to create student groups and differentiate instruction to meet all learning needs.

ACE Empower will be implementing EngageNY curriculum, as well as having access to supplementary materials: Ready Common Core and Standards plus, coupled with online blending learning programs such as ixL, Khan Academy, Lexia, CommonLit, and NewsELA. The blended programs help build background knowledge while the supplemental materials provide students access to curriculum at their level.

English Language Learners will be using English 3D and differentiated ELD work based on their language level, a curriculum derived to support ELLs and students with IEPs will receive modified work or 1:1 support with an Education Specialist in breakout rooms on Zoom.

During Office hours students work in small groups to receive instruction based on their deficit areas or enrichment.

Teachers participate in weekly content area data meetings and quarterly PD days to analyze Interim SBAC assessment data and Star reading and math assessment data to create a plan to reteach on standards not yet mastered. During this time we compare data from last year to this year to identify strengths and weaknesses and create goals to monitor academic progress.

During grade level meetings teachers have the opportunity to discuss best practices, identify successful students, and those that are struggling and create a plan for support amongst staff and families.

Effectiveness of Implemented Pupil Learning Loss Strategies

Metrics utilized to measure effectiveness of services and supports for English Learners, low-income students, foster youth, students with exceptional needs and homeless students are: weekly exit tickets, biweekly quizzes, Interim SBAC assessments and Star reading and math assessments.

Teachers and case workers participate in weekly data meetings and quarterly data days to analyze data and determine areas of proficiency, deficiency, and create plans to effectively target struggling learners.

The admin team will conduct weekly observations of specific content classes to determine effectiveness of virtual instruction reteach lessons and guide next steps for whole school, small group, or individual teacher professional development.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Star 360 Assessments, Accelerated Reader, MyON Reader	\$7,725	Y
5% of teacher FTE is dedicated to analyzing data and creating re-teach plans	\$41,248	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

ACE does not have an expressed SEL curriculum, but we do provide a daily opportunity to students to self-assess their mental well-being through Sown to Grow. Sown to Grow is a self-reflection and goal setting platform designed for education. Sown to Grow SEL reflections are monitored by staff for students who are self-identifying concerns.

The ACE network is implementing a two-tier trauma inventory through Sown to Grow, and every site based mental health team is administering a general wellness survey to provide comprehensive data to assess the clinical and academic needs of the populations at ACE Empower.

ACE employs one full time counselor and several counseling interns to support families and students with their mental health needs. Through the two-tiered system of the trauma inventory we are able to get extra support without a formal referral.

The ACE network has also recently launched our formal MTSS (Multi-tiered System of Support) process in order to have equity of access through stakeholder referral and/or through the mental health data collected via our various wellness surveys and trauma inventories. Access to mental health is being supported through our monthly parent meetings, but communications to parents regarding how to access mental health supports. The Counseling Team is actively working with teachers to actively build a safe and supportive environment with teachers getting in class lessons to support emotionally and developmentally appropriate social-emotional development and integration.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

ACE is actively tracking attendance and participation for all students as they log in to complete work and have live interactions with teachers. This allows us to track both daily synchronous and asynchronous learning. Utilizing this model allows ACE to track the students who are absent on any given day and/or missing more than 60% during a week. The attendance trackers give teachers the necessary information to be the first line of interaction when it comes to re-engaging students who are not meeting attendance requirements. School administrators are the next line of interaction for students missing more than 60%. This population will also be some of the first students brought back on campus in small groups when the County of Santa Clara deems it safe. ACE has made home visits, phone calls, emails, sent private text messages and group messages in an attempt to keep students and families engaged during distance learning.

ACE has worked diligently to engage students and families throughout distance learning. This year the initial engagement with students and families was through an orientation that occurred prior to the first day of school. Intended communication was: student schedules, academic expectations, and technology distribution to all students. Attendance at orientation was tracked and those families not able to attend were reached out to ensure that they received the necessary information.

All ACE meetings that engage families and external stakeholders are translated to Spanish in real-time.

School Nutrition

ACE participated in the National School Lunch Programs.

Our goal is to provide access to food to all ACE students. Over 90% of ACE families qualify for free or reduced priced meals, as a result of this our ACE Middle schools are on Provisions 2. This designation allows all our students to qualify for free meals regardless of household income, therefore we are tracking distribution nor do we need to offer meals for purchase.

Our Weekly Distribution of breakfast and lunch for ACE students will occur every Tuesday from 11:00 am to 1:00 pm. ACE was providing more frequent distribution but the numbers picking up meals was small so it was determined that once per week met the needs of our students.

ACE applied for the Area Eligibility Waiver and was approved on March 17, 2020 and worked under the COVID-19 Nationwide waiver to allow flexible meal service time and allow for Non-Congregate Feeding. ACE staff wear proper PPE and adhere to cleaning, social distancing and health screening protocols to ensure the safety of food distribution. ACE has provided a contactless distribution process and all students have an identification card with barcode to use when picking up meals to track students participation.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health Support	Full Time counselor and interns	\$86,800	Y
School Nutrition	Food Distribution costs and personnel	\$107,539	Y
Pupil and Family Engagement	Community Ambassadors	\$33,150	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

EC Section 43509 maintains the requirement for LEAs to describe how they are increasing or improving services for unduplicated pupils pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496. In developing the Learning Continuity Plan, LEAs are to consider the unique needs of foster youth, English learners, and low-income students.

The responses to the prompts in the Increased or Improved Services section of the Learning Continuity Plan provide stakeholders and the LEA community with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students.

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input.

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the Learning Continuity Plan year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the Learning Continuity Plan.

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.56%	\$256,930

Required Descriptions

ACE network has created a multi-phase model to bring students back to in-person learning at safe numbers and following all safety and health guidelines by CDE and Santa Clara County. The model is designed to give the most time and attention to the students exhibiting the most need, those students include English Learners, foster youth and low-income, of which is 90% of the ACE population.

While distance learning is occurring and in-person learning even for small groups at this level is not yet an option, ACE has hired additional Resident teachers to support these students through one to one office hours for additional learning support. ACE has also hired counseling

interns and a full time counselor to support students with SEL needs during this time. Counseling office hours and one on one appointment times are available and offered to these subgroups of students. Staff can also recommend students for SEL services based on observations or information gathered from the ACE Trauma Inventory.

The Multi-Tiered System of Supports that ACE has adopted will aid in the identification of students who have experienced learning loss and allow ACE to prioritize the needs of these students.

English learners, foster youth, and low-income students which make-up 90% of ACE Empower students have all been provided new Chromebooks for distance learning in August of 2020. These students have also been provided hotspots to ensure connectivity is not a barrier to engaging in distance learning. Home visits have been made to families requesting it to support the set up of devices and hotspots, ACE will not allow the technology to be a barrier to students engaging in distance learning.

Appendix 2



Curriculum and Instruction

EngageNY ELA Scope & Sequence, 6th - 8th

EngageNY Math Scope & Sequence, 6th - 8th

Mosa Mack Science Scope & Sequence, 5th - 8th

Professional Development - Language Rich Classrooms



		Module 1: Close Reading and Writing to Learn	Module 2A: Working with Evidence	Module 3A: Understanding Perspectives	Module 4: Research, Decision Making, and Forming Positions
GRADE 6	Topic	Myths: Not Just Long Ago	Rules to Live By	The Land of the Golden Mountain	Insecticides: Costs vs. Benefits
	Central Texts*	RL— <i>The Lightning Thief</i> , Rick Riordan	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI—“Stanford University Commencement Address,” Steve Jobs	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3) 	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2) 	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7) 	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)
GRADE 7	Topic	Journeys and Survival	Working Conditions	Slavery: The People Could Fly	Screen Time and the Developing Brain
	Central Texts*	RL— <i>A Long Walk to Water</i> , Linda Sue Park RI—“Sudanese Tribes Confront Modern War,” Karl Vick	RL— <i>Lyddie</i> , Katherine Patterson RI—“Commonwealth Club Address,” César Chávez	RI— <i>Narrative of the Life of Frederick Douglass</i> (excerpts)	No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials.
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9) Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9) 	<ul style="list-style-type: none"> Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1) Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7) 	<ul style="list-style-type: none"> Literary Nonfiction Analysis: Analyzing Douglass’s Position in the <i>Narrative</i> (RI.7.2, 7.6, W.7.2, 7.9) Children’s Book to Retell an Episode from the <i>Narrative</i> (W.7.3, 7.9) 	<ul style="list-style-type: none"> Research Simulation (W.7.7, 7.8, 7.9) Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5)
GRADE 8	Topic	Finding Home: Refugees	Working with Evidence: Taking a Stand	Japanese American Relations in WWII	Sustainability of World’s Food Supply
	Central Texts*	RL— <i>Inside Out & Back Again</i> , Thanhha Lai* RI—“The Vietnam Wars,” Tod Olson	RL— <i>To Kill a Mockingbird</i> , Harper Lee RI—“Equal Rights for Women,” Chisholm RI—“Ain’t I a Woman?” Sojourner Truth	RI— <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> , Laura Hillenbrand	RI— <i>The Omnivore’s Dilemma: The Secrets Behind What You Eat</i> , Michael Pollan (Young Readers’ Edition)
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis: Explain the Significance of the Novel’s Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9) Research-based Free Verse Narrative Poems: “Inside Out” and “Back Again” (RI.8.1, 8.2, W.8.3, 8.9) 	<ul style="list-style-type: none"> Argument: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1) Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.11, W.8.3, 8.11) 	<ul style="list-style-type: none"> Informational Essay: Invisibility of Captives during WWII (RI.8.1, W.8.2, 8.9) Research-based Narrative: Becoming Visible after Internment (RI.8.1, W.8.3) 	<ul style="list-style-type: none"> Research Simulation (W.8.7, 8.8, 8.9) Position Paper: Which of Michael Pollan’s Four Food Chains Would Best Feed the United States? (W.8.1, 8.9)

* This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).

For seventh grade specifically, two options for Module 4 will be available: 7M4A: (topic TBD) and 7M4B: “Water Is Life”.



		Module 2B: Working with Evidence	Module 3B: Understanding Perspectives	Module 4B: Research, Decision Making, and Forming Positions
GRADE 6	Topic	Voices of Adversity	Sustaining the Oceans	N/A
	Central Texts*	RL - <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL - <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL - <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits	RI - <i>World Without Fish</i> , Mark Kurlansky RL - <i>Flush</i> , Carl Hiassen	GRADE 7 ONLY
	Writing Tasks**	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11c, SL.6.4 and 6.6) 	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2) 	GRADE 7 ONLY
GRADE 7	Topic	Identify and Transformation: Then and Now	N/A	Water is Life
	Central Texts*	RL - <i>Pygmalion</i> , George Bernard Shaw RI – Various informational articles about identify	Please note that, for 7th grade, alternate modules will be available for Modules 2 and 4, rather than for Modules 2 and 3.	RI— <i>The Big Thirst</i> , Charles Fishman RI—“Water Is Life,” Barbara Kingsolver
	Writing Tasks**	<ul style="list-style-type: none"> Argument Essay: Eliza’s Changes (RL.7.1, 7.3, and W.7.1) Advertisement Analysis and “Counter-Ad” (W.7.2a, b, c, d, e, f, 7.7, and 7.8) 		<ul style="list-style-type: none"> Research Simulation (W.7.7, 7.8, 7.9) Water Management Position Paper:(RI.7.1, W.7.1, 7.4, 7.5, and L.7.6)
GRADE 8	Topic	A Midsummer Night’s Dream and the Comedy of Control	The Civil Rights Movement and the Little Rock Nine	N/A
	Central Texts*	RL - <i>A Midsummer Night’s Dream</i> , William Shakespeare RI – Various informational articles about Shakespeare and the universal appeal of his works	RI - <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i> , Carlotta Walls LaNier and Lisa Frazier Page RI - <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i> , Shelley Tougas	GRADE 7 ONLY
	Writing Tasks**	<ul style="list-style-type: none"> Argument Essay: Controlling Others in <i>A Midsummer Night’s Dream</i> (W.8.1) Character Confessional Narrative (RL.8.2, 8.3, W.8.3, 8.4, 8.9a, and 8.11b) 	<ul style="list-style-type: none"> Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2) Narrative Writing: “Snapshot in a Journey” (W.8.3) 	GRADE 7 ONLY

* This plan shows most full-length books students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards)

For seventh grade specifically, two options for Module 4 will be available: 7M4A: (topic TBD) and 7M4B: “Water Is Life”.



A Story of Ratios: A Curriculum Overview for Grades 6-8

Table of Contents

Introduction	2
Curriculum Map	3
Grade 6.....	4
Grade 7.....	13
Grade 8.....	24

Introduction

This document provides an overview of the academic year for Grades 6 through 8, beginning with a curriculum map and followed by detailed grade level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the Grades 6 through 8 curriculums. The map also indicates the approximate number of instructional days designated for each module of each grade. The date approximations are based on an academic calendar beginning on 9/6/12 and ending on 6/26/13 with a testing date approximately mid-late April. Details that elaborate on the curriculum map are found in the grade-level descriptions.

Each grade-level description begins with a list of the five to seven modules that comprise the instruction of that grade. That introductory component is followed by three sections: the Summary of Year, the Rationale for Module Sequence, and the alignment chart with the grade-level standards.

The “Summary of Year” portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core Learning Standards¹ (CCLS)
- The Key Areas of Focus² for the grade
- The Required Fluencies for the grade
- The CCLS Major Emphasis Clusters³ for the grade

The “Rationale for Module Sequence” portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The alignment chart for each grade lists the CCLS that are addressed in each module of the grade. Note that when a cluster is referred to without a footnote, it is taught in its entirety. There are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module, so that a strong foundation can be built over time. Note that the standards identified on the Pre-Post Standards⁴ document as those which should be taught after the state test in April, have been intentionally aligned with the final modules of those grades.

¹ EngageNY: http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsmath.pdf

² Achievethecore: http://www.achievethecore.org/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf

³ EngageNY: <http://engageny.org/sites/default/files/resource/attachments/nys-math-emphases-k-hs.pdf>

⁴ NYSED: <http://www.p12.nysed.gov/assessment/ei/2013/draft-math-ccls-13.pdf>

	Grade 6	Grade 7	Grade 8	
20 days	M1: Ratios and Unit Rates (35 days)	M1: Ratios and Proportional Relationships (30 days)	M1: Integer Exponents and the Scientific Notation (20 days)	20 days
20 days			M2: Rational Numbers (30 days)	M2: The Concept of Congruence (25 days)
20 days	M2: Arithmetic Operations Including Dividing by a Fraction (25 days)	M3: Expressions and Equations (35 days)		M3: Similarity (25 days)
20 days	M3: Rational Numbers (25 days)		M4: Percent and Proportional Relationships (25 days)	M4: Linear Equations (40 days)
20 days	M4: Expressions and Equations (45 days)	M5: Statistics and Probability (25 days)		
20 days			M5: Area, Surface Area, and Volume Problems (25 days)	M6: Geometry (35 days)
20 days	M6: Statistics (25 days)	M7: Introduction to Irrational Numbers Using Geometry (35 days)		
20 days				

Approx. test date for Grades 6-8

Key:	Number	Geometry	Ratios and Proportions	Expressions and Equations	Statistics and Probability	Functions
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Sequence of Grade 6 Modules Aligned with the Standards

Module 1: Ratios and Unit Rates

Module 2: Arithmetic Operations Including Dividing by a Fraction

Module 3: Rational Numbers

Module 4: Expressions and Equations

Module 5: Area, Surface Area, and Volume Problems

Module 6: Statistics

Summary of Year

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

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

Required Fluency:

6.NS.2	Multi-digit division
6.NS.3	Multi-digit decimal operations

CCLS Major Emphasis Clusters

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Rationale for Module Sequence in Grade 6

In Module 1, students build on their prior work in measurement and in multiplication and division as they study the concepts and language of ratios and unit rates. They use proportional reasoning to solve problems. In particular, students solve ratio and rate using tape diagrams, tables of equivalent ratios, double number line diagrams, and equations. They plot pairs of values generated from a ratio or rate on the first quadrant of the coordinate plane.

Students expand their understanding of the number system and build their fluency in arithmetic operations in Module 2. Students learned in Grade 5 to divide whole numbers by unit fractions and unit fractions by whole numbers. Now, they apply and extend their understanding of multiplication and division to divide fractions by fractions. The meaning of this operation is connected to real-world problems as students are asked to create and solve fraction division word problems. Students continue (from Fifth Grade) to build fluency with adding, subtracting, multiplying, and dividing multi-digit decimal numbers using the standard algorithms.





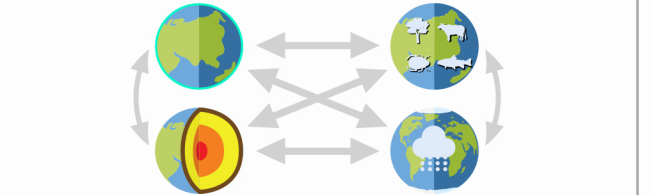




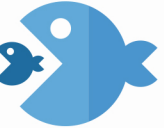



Major themes of Module 3 are to understand rational numbers as points on the number line and to extend previous understandings of numbers to the system of rational numbers, which now include negative numbers. Students extend coordinate axes to represent points in the plane with negative number coordinates and, as part of doing so, see that negative numbers can represent quantities in real-world contexts. They use the number line to order numbers and to understand the absolute value of a number. They begin to solve real-world and mathematical problems by graphing points in all four quadrants, a concept that continues throughout to be used into high school and beyond.

With their sense of number expanded to include negative numbers, in Module 4 students begin formal study of algebraic expressions and equations. Students learn equivalent expressions by continuously relating algebraic expressions back to arithmetic and the properties of arithmetic (commutative, associative, and distributive). They write, interpret, and use expressions and equations as they reason about and solve one-variable equations and inequalities and analyze quantitative relationships between two variables.

Module 5 is an opportunity to practice the material learned in Module 4 in the context of geometry; students apply their newly acquired capabilities with expressions and equations to solve for unknowns in area, surface area, and volume problems. They find the area of triangles and other two-dimensional figures and use the formulas to find the volumes of right rectangular prisms with fractional edge lengths. Students use negative numbers in coordinates as they draw lines and polygons in the coordinate plane. They also find the lengths of sides of figures, joining points with the same first coordinate or the same second coordinate and apply these techniques to solve real-world and mathematical problems.

In Module 6, students develop an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions. In particular, careful attention is given to measures of center and variability.


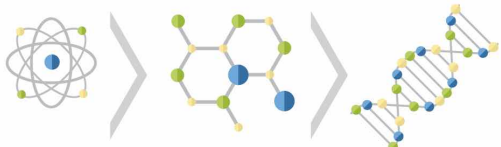
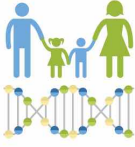
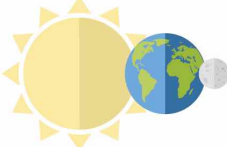

5th Grade NGSS Integrated Course Sequence

DCI	Motion and Stability 3-4 weeks	Earth's Place in the Universe 6 - 8 weeks	Matter 6 - 8 weeks	Energy in an Ecosystem 1 week	Earth's Spheres 4 weeks	
						
Standards	<p>5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.</p>	<p>5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p> <p>5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>	<p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</p> <p>5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>5-PS1-3. Make observations and measurements to identify materials based on their properties.</p> <p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	<p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>5-LS1-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>	
Mosa Mack Units	<p>Gravity</p> 	<p>Scale in the Solar System</p> 	<p>Sun-Earth System</p> 	<p>Matter and its Interactions</p> 	<p>Food Webs</p> 	<p>Earth's Spheres</p> 
Extension Units	<p>Scientific Method</p> 					
Engineering Design Standards	 <p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved</p>					









6th Grade NGSS Integrated Course Sequence

Start the year off with a strong foundation. Begin with a unit on **Design Thinking** or **Scientific Method**.

Design Thinking 	<p><i>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions</i></p> <p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p>	Scientific Method 	<p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p>
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Disciplinary Core Ideas	Energy 2-3 weeks 	From Molecules to Organisms 9-12 weeks 	Heredity 2-3 weeks 	Earth's Systems 6-9 weeks 	Earth and Human Activity 2-3 weeks 
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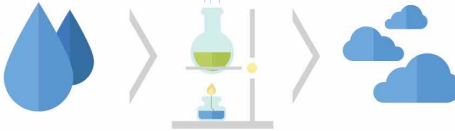


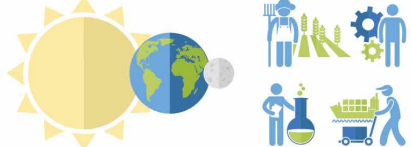
Performance Expectations	<p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes energy transfer.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p><i>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</i></p> <p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p> <p><i>MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</i></p>	<p>MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.</p> <p>MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.</p> <p>MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p> <p>MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p><i>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</i></p> <p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p>	<p>MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p> <p><i>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</i></p>	<p>MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p> <p>MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><i>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions</i></p> <p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p> <p><i>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</i></p>	<p>MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p>MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p><i>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</i></p> <p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p>
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Mosa Mack Units	Transfer Thermal Energy 	Cells 	Interaction of Body Systems 	Genetics vs. Environment 	Genetic Variation 	Water Cycle 	Weather 	Oceans & Climate 	Climate Change & Ecological Footprint 
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7th Grade NGSS Integrated Course Sequence

Start the year off with a strong foundation. Begin with a unit on **Design Thinking** or **Scientific Method**.

<p>Design Thinking</p> 	<p><i>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions</i></p> <p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p>	<p>Scientific Method</p> 	<p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p>
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Disciplinary Core Ideas	<p>Matter and its Interactions</p> <p>9-12 weeks</p>	<p>From Molecules to Organisms</p> <p>2-3 weeks</p>	<p>Ecosystems</p> <p>6-8 weeks</p>	<p>Earth's Systems and Human Activity</p> <p>6-9 weeks</p>
				


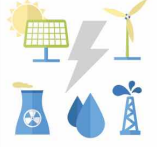

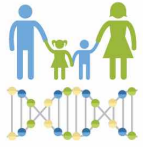
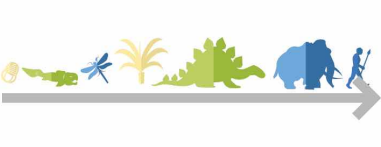

Performance Expectations	<p>MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.</p> <p>MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p> <p>MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p> <p>MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p> <p>MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p><i>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</i></p>	<p>MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</p> <p>MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</p> <p>MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p>	<p>MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p> <p>MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p>MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><i>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</i></p> <p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p>	<p>MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p>MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p>MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p>MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p> <p>MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p>
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Mosa Mack Units	<p>Atoms & Molecules</p> 	<p>States of Matter</p> 	<p>Physical vs. Chemical Changes</p> 	<p>Photosynthesis</p> 	<p>Interaction of Organisms</p> 	<p>Biodiversity</p> 	<p>Rock Cycle</p> 	<p>Plate Tectonics</p> 	<p>Earthquakes and Volcanoes</p> 	<p>Renewable Resources</p> 
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8th Grade NGSS Integrated Course Sequence

Start the year off with a strong foundation. Begin with a unit on **Design Thinking** or **Scientific Method**.

Design Thinking 	<p><i>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions</i></p> <p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p>	Scientific Method 	<p><i>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</i></p>
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DCI	Motion and Stability 7-8 weeks 	Energy 2-3 weeks 	Waves 2-3 weeks 	Heredity 2-3 weeks 	Biological Evolution 5-6 weeks 	Earth's Place in the Universe 6-7 weeks 
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Performance Expectations

MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.

MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

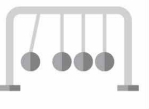





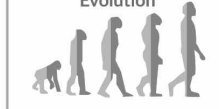


MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.

Mosa Mack Units

Forces & Motion 	Electricity 	Potential and Kinetic Energy 	Waves 	Mutations 	Selection & Adaptation 	Evidence of Evolution 	Scale in the Solar System 	Sun-Earth System & Solar System Gravity 
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Language-Rich Classrooms: Part II

December 5th, 2019

Agenda

- ❑ **See it:** Examples of a Language Rich Classroom
- ❑ **Name it:** Identify the components of a Language Rich Classroom and how do each of these components benefit the English learners in your class.
- ❑ **Do It:** Update your classroom to reflect a Language Rich environment
- ❑ **Next Steps**
- ❑ **Q & A**

Session Objectives:

- **TWBAT:** Understand the importance of having a language-rich environment.
- **TWBAT:** Identify key components of a language-rich classroom environment.
- **TWBAT:** Update their classroom to reflect the key components of a language-rich environment.

Facts

- The human brain processes visuals 60,000 times faster than text alone.
- Over 65% of people are considered visual learners. (higher for language learners.)
- 90% of information transmitted to the brain is visual.

(Thermopylae Sciences & Technology, 2014)

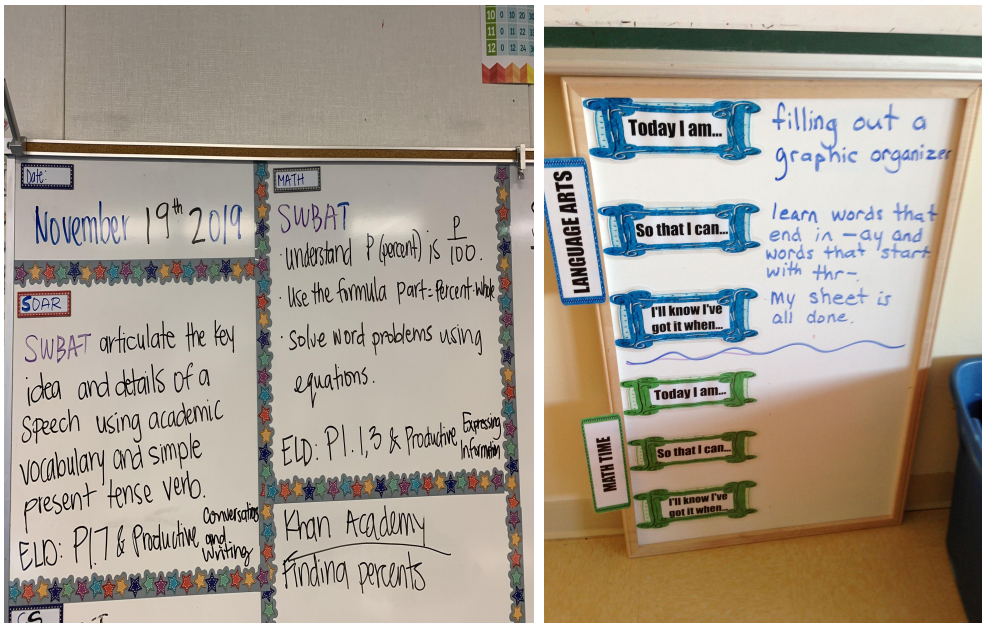


Why: What is the importance of having a language-rich environment?

- Students who are reclassified outperform all other students in ELA and Math.
- Meets the needs of all students, not only ELs.
- 88.4 % of our student population are ELs or RFEP'd.

See It: Examples of a
Language Rich Classroom

ELD Standard and Objective



Example:

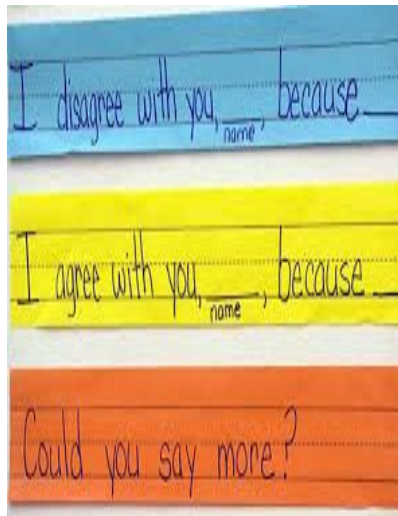
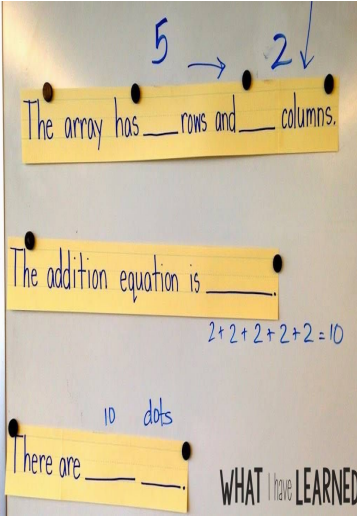
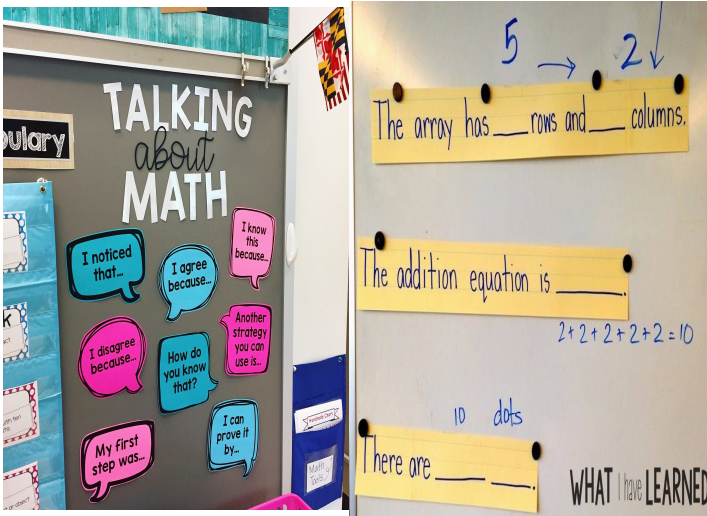
ELD Standard:
Productive-Conventions

ELD objective: SWBAT proofread and edit a formal summary for capitalization of a text title and proper nouns, quotation marks and complete sentences.

Classroom Labels



Sentence Starters Anchor Charts:



DISCUSSION Sentence Starters

Speaker	Listener
<ul style="list-style-type: none"> I'm thinking _____ I learned _____ My opinion is because _____ I'm wondering _____ 	<ul style="list-style-type: none"> What made you think _____? I heard you say _____ How do you know? Can you explain _____?

Builder

- I agree with _____ because _____
- I respectfully disagree with _____ because _____
- I would like to add _____
- That's a good idea. Another idea could be _____

theCOREcoaches

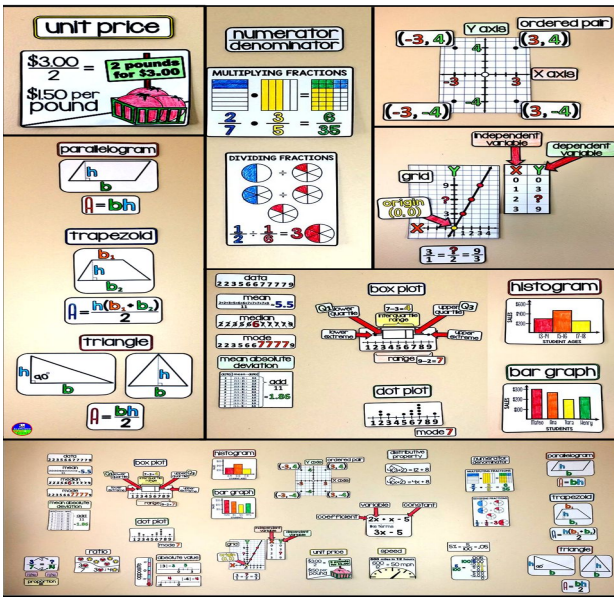


ELA Word Walls



Math Word Walls

6TH GRADE MATH



WORD WALL



Name It:

What are the components of an English Rich Classroom?

How do each of these components benefit the English learners in your class?

Components of a Language-Rich Classroom

- ❑ ELD Standard and Objectives Posted
- ❑ Classroom labels (materials, designated areas)
- ❑ Content Specific Word Walls
- ❑ Sentence Starters Anchor Chart
- ❑ Color-coded visuals with content information
 - ❑ Content Specific Anchor Charts
- ❑ Content Related Student Work
- ❑ ****College Corner****

Goals for our English Learners

- ❑ Improve **academic language** used in other classes.
- ❑ Build **reading/writing skills**.
- ❑ Practice **listening/speaking skills** through partner-group discussions using sentence stems.
- ❑ **Prepare students for SBAC/ELPAC** by doing the above.
- ❑ Ensure students are prepared to be **successful in college**.

Do It: Update your classroom to reflect a Language Rich Environment

Do It:

- **Create Word wall with Academic Vocabulary for SOAR/Content area**

By 12/13:

- **Have the following:**
 - **Sentence stem anchor charts AND**
 - **Classroom labels of materials/designated areas (esp. If you have newcomers)**
 - **Content Specific Anchor Charts**
 - **Content Specific Student Work**
 - **Designated space on your whiteboard for the ELD objective & standard if you have not already.**
 - **College Corner**

Next Steps

- All classrooms updated by Friday, 12/13
- School Leaders will perform a Walkthrough on Monday, 12/16.

Q & A

Appendix 3



School Culture and Community

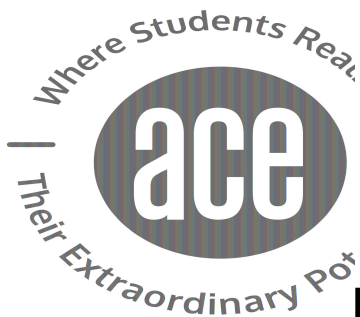
Professional Development - Positive Behavior Incentives

Professional Development - Building Relationships with Families

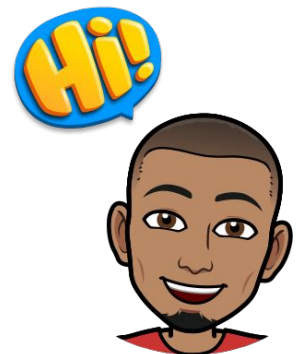
Sample Cafecitos Agenda

Team Builder

If you had to stay outside/outdoors for 24 hours, how would you spend your time?



Incentives & Positive Behaviors



August 4, 2020

Agenda

- See It: Behavior Ladder
- Name It: What are the student actions? What are the teacher actions?
- Core Idea
- Do It: Scenario practice
- Key Takeaways

Session Objectives:

- **TWBAT:** Explore ways to incentivize students
- **TWBAT:** Practice using the positive behavior ladder with scenarios
- **TWBAT:** Create a plan to implement incentives



Do Now



What emotion do you think each child is trying to convey?

How would you respond to these behaviors?

Respect.Pride.Ganas.

Students are expected to follow the core values of ACE:

Respect, Pride and Ganas. What do each of those mean to our students?

Respect

- Respect others
- Collaborate with peers
- Respecting self
- Being polite
- Following the rules
- Positive self talk
- Attentive in class
- Honestly caring
- Being considerate of the environment
- Respect each other's differences

Pride

- Taking risks
- Showing confidence
- Optimistic mindset
- High self-esteem
- Growth mindset
- Taking initiative
- Participation
- Excellent performance
- Going above and beyond
- Showing effort
- Helping peers
- Showing up
- School spirit

Ganas

- Showing resilience
- Taking risks, stepping out of comfort zone
- Being committed
- Always giving 100%
- Seeking help
- Advocating for self and others
- Office hours
- Asking questions
- Taking responsibility

Respect.Pride.Ganas.

Students are expected to follow the core values of ACE:

Respect, Pride and Ganas. What do each of those mean to our students?

Respect	Pride	Ganas
<ul style="list-style-type: none"> -Showing respect to oneself, or another person, in an exceptional way -Telling the truth when it is difficult -Doing the right thing when others are not -Supporting a good decision -Encouraging another student who struggles -Tutoring a peer or helping others achieve -Volunteering to help -Showing kindness -Speaking and listening respectfully 	<ul style="list-style-type: none"> - Greeting everyone (visitors, students and staff) proactively - Knowing and eagerly sharing growth and progress toward goals - Volunteering to be a tour guide - Showing pride in academic accomplishments - Picking up trash voluntarily - Completing excellent homework - Demonstrating exemplary organization and neatness with school materials - Reporting vandalism - Recognizing/celebrating positive accomplishments of peers - Motivating peers to participate in school activities/events 	<ul style="list-style-type: none"> - Putting in extra effort - Taking initiative - Taking risks - Demonstrating growth - Exceeding expectations of an assignment - Showing marked improvement in behavior - Displaying exemplary participation - Improving performance through hard work - Overcoming obstacles in an appropriate way - Walking with purpose, to and from class

See It: Positive Behavior Ladder

	Category	Student Actions	Teacher Actions
Level 1	Respect Pride Ganas	<ul style="list-style-type: none"> • Logging into virtual classes on time • Being prepared for class (homework, pencil, camera on, laptop charged etc.) • In a quiet area free of distractions • Following directions the first time • Saying please and thank you 	<ul style="list-style-type: none"> • Positive Narration (acknowledge cameras on, students all working on do now, etc) • Precise Praise(private chat, outloud, privately in breakout room or at end of session, etc)
Level 2	Ask Questions On Task Helps Others Shows Grit Stays Calm When Challenged Gets Along Stays Calm When Challenged	<ul style="list-style-type: none"> • Respectful use of technology (using laptop case, no food/drink, taking care of keyboard, closing screen gently, etc.) • Wearing ACE shirt to online classes • Helping others when they need help • Asking and answering questions • Staying on task despite distractions • Helping a peer stay on task • Utilizing online resources(i.e. Using chat, emailing teachers, setting calendar reminders, referring to documents on Google Classroom, etc.) 	<ul style="list-style-type: none"> • Precise Praise • Ganas award • Announcement shout out on GC, social media, newsletter, in community meeting, etc) • Teacher tracks positive behavior in Kickboard • Bonus merits • Positive note(email, parent square, text, schoology, etc.)

See It: Positive Behavior Ladder

	Category	Student Actions	Teacher Actions
Level 3	Optimistic Takes Active Role in Learning	<ul style="list-style-type: none"> Attending office hours (self-advocacy) Communicating emotions in advance to avoid struggle ("I'm having a hard day today . . .") Effectively using coping skills to manage emotions/energy Taking risks (EL's speaking English) Overcoming challenges Remains optimistic Above average growth in assessments (STAR, interim, in class benchmarks) 	<ul style="list-style-type: none"> Positive text or phone call home Pride award Announcement shout out on GC, social media, newsletter, in community meeting, etc) Teacher tracks positive behavior in Kickboard Gift Cards
Level 4	Accountable Resolves a disagreement	<ul style="list-style-type: none"> Taking responsibility for your actions Resolving conflicts with peers Peer support (helps peers access zoom, virtually tutors peers, etc.) Supporting the community (participates in community meeting, attends virtual field trips and other school events, etc.) Speaking up/standing up for others (i.e., cyber bullying) Productively advocating, not only for self, but others (i.e., encouraging peers to attend OH, asks teacher to explain something for a peer, etc.) 	<ul style="list-style-type: none"> Teacher tracks positive behavior in Kickboard Respect/RPG awards Student of the Month Announcement shout out on GC, social media, newsletter, in community meeting, etc) Virtual lunch with teacher Teacher calls home Leadership Opportunities (Student Ambassador))*

Merits

Students will earn merits by meeting and exceeding expectations. Teachers will award and track merits on Kickboard. Merits will be used to determine individual, cohort, and schoolwide awards.

Daily Activity

The screenshot shows the 'Daily Activity' interface in Kickboard. At the top, there are filters for 'Group' (All 8th Graders) and 'Sort' (Last Name). The date is 07/28/2020. Below the filters, there is a section for 'Attach a note (optional)' and a 'Select a Behavior...' dropdown menu. The 'Assign Multiple Behaviors' section is expanded, showing a grid of behavior categories: Phone Call, Helps Others, Respect, Challenges, Pride, Accountable, Ganas, Optimistic, Asks Qs, Demerit, On Task, Reflection, Gets Along, and Referral. On the right, a list of students is displayed with their merit counts and a dropdown arrow for each. The students listed are: Liam Acosta Cervantes (0), Leslie Alcantar Jimenez (0), Angel Josue Alonso Mata (0), Marlene Alonso Perez (0), Jose Alva Cortez (0), Jose Alvarez (0), Adela Alvarez Chavez (0), Cindy Arzate Cabrera (0), Fernando Arzate Camacho (0), and Vianney Avila (0). Red squares next to Adela Alvarez Chavez and Fernando Arzate Camacho indicate a demerit.

Name It

What are the teacher actions for each level? What are the student actions?

- Teacher: Positive narration, call home
- Student: Helping others, SEL

More advocacy for self and others as levels progress

What is the purpose of a positive behavior ladder?

- Acknowledge and reinforce positive behaviors

See It



Level 1 Behavior Model

What does the teacher do or say?

What do the students do or say?



Name It

What does the teacher do or say?

What do the students do or say?



Level 2 Behavior Model

Mr. Gonzalez
and Mrs.
William's skit

What does the teacher do or say?

What do the students do or say?

Name It

What does the teacher do or say?

What do the students do or say?



Level 3 Behavior Model

Mr. Gonzalez and
Mrs. William's
skit

What does the teacher do or say?

What do the students do or say?

Name It

What does the teacher do or say?

What do the students do or say?



Level 4 Behavior Model

What does the teacher do or say?

What do the students do or say?

Mr. Gonzalez and
Mrs. William's
skit

Name It

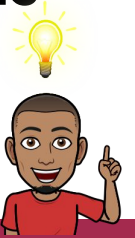
What does the teacher do or say?

What do the students do or say?



Core Idea:

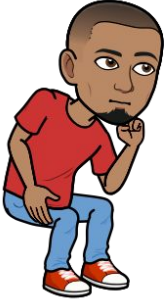
When students are **positively acknowledged** for their behavior, they will be **motivated intrinsically and extrinsically** leading to greater academic achievement and **builds community**.



Do It

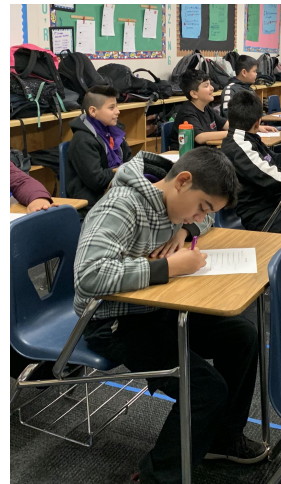
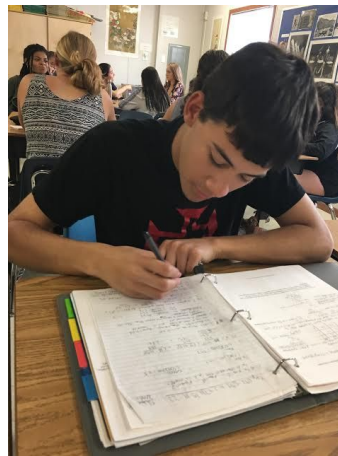
Planning: Respond to Scenarios

- You will have 5 minutes to write a script for the following scenarios.
- In your script, be sure to include:
 - What level behavior does this scenario represent?
 - What behavior does the student exhibit?
 - What will be your response to this behavior?
 - What will your reward be?



Scenario 1

Antonio shows up for math office hours. Even though he doesn't need help, he showed up with his friend Javier, because Javier needs help.



Scenario 2

Carlos is having a difficult time finding the homework assignment on Google Classroom. Luis shares the assignment through email, and helps Carlos get started.



Scenario 3



Emily has been struggling with her homework assignments, but she doesn't ask questions in class. She shows up to office hours and tells you that she needs help.

Scenario 4



Jasmine has been receiving unwanted, rude messages from a classmate, but doesn't want to tell her parents or the teacher because she might get in trouble. Her friend Jocelyn knows about everything that has been going on and decides to tell you because she's concerned it might escalate.

Practice: Scenarios

In your breakout rooms you will practice each scenario.

Practice Protocol: Determine who will be Teacher, Student, and Timekeeper.

2 min Teacher and student role plays

1 min Student and Timekeeper provide feedback

“It was effective when...”

“It would be more effective if...”

1 min Teacher redo implementing feedback

Switch roles. Repeat Protocol.

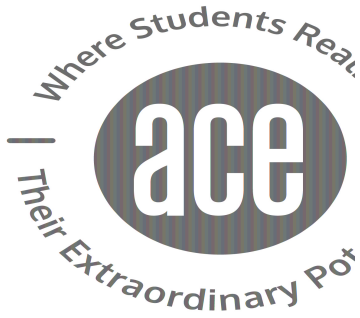
Key Takeaways/Reflection

- Important to be real/genuine
- Follow-through! (Set reminders)
- Narrate why you're appreciating/acknowledging the student for others
- Practice is helpful in adjusting to distance learning
- Power of praise (focus on the positive)



Next Steps

- Complete your culture plan with your response to behaviors.



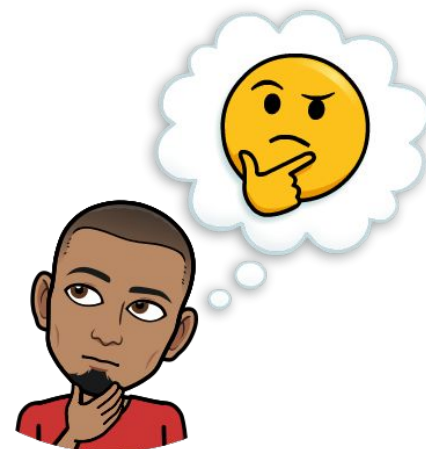
Building Relationships With Parents

August 6, 2020

Do Now

Why is it important to intentionally build relationships with parents & guardians?

How does this impact student learning?

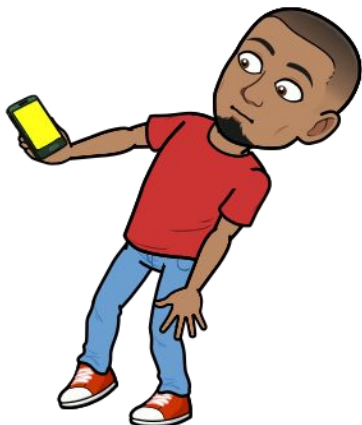


Session Objectives:

- **TWBAT:** script and practice an introductory phone call in order to build relationships with parents.
- **TWBAT:** set up a Google Voice number in order to make parent phone calls

See It: A Positive Phone Call

Skit 1: Mr. Gonzalez and Mrs. Esquivel



What did the teacher do to build rapport with the parent/guardian?

-

How did this impact their relationship?

-

Name It

What did the teacher do to build rapport with the parent/guardian?

- Tone, make it feel like a natural conversation
- Suggest additional support
- Clarify the purpose of the call. Start with the positive.
- Good humor/attitude

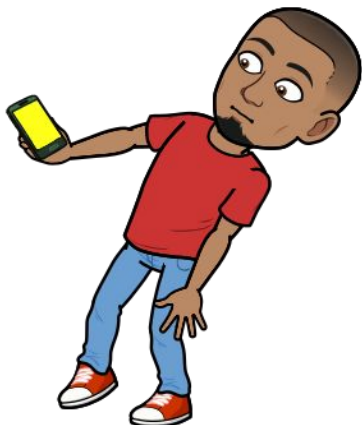
How did this impact their relationship?

- Working together on the same team
- Parent may feel more comfortable communicating now

When to communicate with families?

See It: A Positive Phone Call

Skit 2: Mrs. Williams, Mr. Gonzalez and Ms. Noriega



What did the teacher do to build rapport with the parent/guardian?

-

How did this impact their relationship?

-

Name It

What did the teacher do to build rapport with the parent/guardian?

- Start the conversation with positives
- Before continuing the conversation, ask if the parent understands the information
- A few phrases in Spanish, “Un momento”
- Ask a colleague for help with translation

How did this impact their relationship?

- Has positive impact because teacher is making the effort to communicate

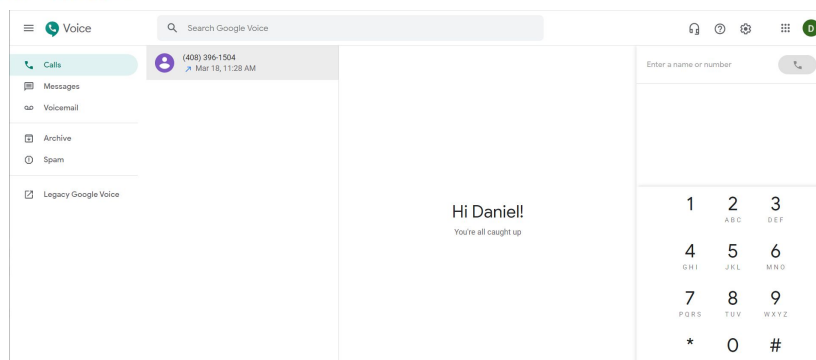
When should you communicate with families?

- Schedule phone call ahead of time if translator is needed

See It: Google Voice

Sign up for Voice and get your number

1. On your computer, go to voice.google.com.
2. Sign in to your **Google** Account.
3. After reviewing the Terms of Service and Privacy Policy, tap Continue.
4. Search by city or area code for a number. **Voice** doesn't offer 1-800 numbers. ...
5. Next to the number you want, click Select.



Core Idea: Positive connections between teachers and parents build a system of support that increases student achievement.

Plan

Script out your first phone call to parents. How will you introduce yourself? How will you begin to build a relationship with them?

Sample script:

“Hello, my name is Mr. Gonzalez and I'm the assistant principal at ACE Empower Academy. Do you have a few minutes to speak? I'm reaching out today to introduce myself, but also to give you a warm welcome to our school! How are you doing? (Allow for response) I am very excited to start the school year and start working with your student. I wanted to provide some information to you and then answer any questions you may have. Our first day of school is August 11 at 8 am. Students will be able to pick up a computer this Friday, from ____ to ____ where they will receive their schedules and instructions. Our orientation for 5th & 6th place was held yesterday via Zoom and Facebook Live, and for 7th & 8th grade it will be held today at 5:30 pm. You can join the call or view the recording on our Facebook page. We will also have a Meet the Teacher Night via Zoom and Facebook Live on Monday, August 10, at 5:30 pm. All of our updates can be found on the ParentSquare application or our Facebook page. Do you have any questions?”

Practice

You will be placed in a breakout room in groups of 2-3. Decide on who is partner A, B, and C.

Partner A will take the role of the teacher first. Partner B will take the role of the parent.

Partner C, will be the timekeeper, if applicable.

3 mins Partner A will role play the phone call using their script. Partner B will be the parent.

1 min Partner B will provide feedback.

“It was effective when...”

“It could be more effective if...”

1 min Partner A will implement the feedback. Partner B will give final feedback.

Switch roles. Repeat protocol.

Key Takeaways/Best Practices

- Thank the parent for asking questions
- Have some general information accessible to answer questions
- Know where to direct parents for information (408) 729-3920
- Practice Spanish
- Ask, do you prefer english or Spanish
- Introduce yourself, let them know which student you're calling about, make sure you're talking to the parent

See it: [Class Rosters](#)

Do It: Make the Calls

Identify your college seminar cohort using the [20-21 Empower Schedule](#).

UCSC (5A)- Jehan, Saenz

CSUDH (6A)- Goshtasb, Esquivel, Nguyen

CSULB (6B)- Miller, Latorre

Cal (7A)- Noriega, Ahmed

Cal Poly (7B)- Pineda, Oroz

CSUS (8A)- Williams, Torres

UCSB (8B)- Ambrozik, Moreno, Smith

Next Steps

- You will receive the class rosters and begin making phone calls today!
- Establish relationships with parents during the first 30 days of school by making positive phone calls home.
- Share your best practices with colleagues and reach out for support as needed.



ACE Empower Middle School
Cafecito Meeting
Thursday, January 09, 2020
8:30-9:30 am

Time	Topic	Person
8:30	❖ Sign-in & Introductions	All
8:35	❖ Vaping Presentation	Ms. Mendoza
9:10	❖ Updates <ul style="list-style-type: none"> ➢ Charter Renewal Visit <ul style="list-style-type: none"> ■ Purpose & Structure ➢ ACE Board Meeting 	Ms. Reid Mr. Gonzalez
9:15	❖ Parent Square & One Call <ul style="list-style-type: none"> ➢ Getting Started ➢ Parent Features ➢ Downloading the App ❖ Facebook	Mr. Gonzalez
9:25	❖ Fundraising <ul style="list-style-type: none"> ➢ 5th Grade Walden West ➢ 8th Grade Six Flags ❖ Calendar <ul style="list-style-type: none"> ➢ Renewal Visit 1/14 ➢ Board Meeting 1/15 ➢ No School 1/19 ➢ Open House 1/22 ➢ Cafecito 2/6 ➢ Friendship Dance 2/7 	Mr. Gonzalez

GROW. EVERYONE. EVERYDAY.
CRECER. TODOS. CADA DÍA.



ACE Empower Middle School
Cafecito
Jueves, 9 de enero de 2020
8:30-9:30 am

Tiempo	Tema	Persona
8:30	❖ Firmar y introducciones	All
8:35	❖ Presentación de Vaping	Parents
9:10	❖ Actualizaciones <ul style="list-style-type: none"> ➢ Visita de renovación del Condado <ul style="list-style-type: none"> ■ Propósito y Estructura ➢ Reunión de la Junta de ACE 	Ms. Reid Mr. Gonzalez
9:15	❖ Parent Square & One Call <ul style="list-style-type: none"> ➢ Introducción ➢ Cómo utilizar ParentSquare ➢ Descargan la aplicación móvil ➢ Facebook 	Mr.Gonzalez
9:25	❖ Recaudación de fondos <ul style="list-style-type: none"> ➢ 5to Grado Walden West ➢ 8tvo Grado Six Flags ❖ Calendario <ul style="list-style-type: none"> ➢ Visita de renovación 1/14 ➢ Junta Directiva 1/15 ➢ No hay escuela 1/19 ➢ Casa Abierta 1/22 ➢ Open House 2/6 ➢ Baile de la Amistad 2/7 	Mr.Gonzalez

GROW. EVERYONE. EVERYDAY.
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Appendix 4



Serving All Students

ACE Special Education Manual

ACE English Learner Handbook

Professional Development - ELD Overview

Professional Development - Designated ELD

ACE Special Education Procedural Manual

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Individuals with Disabilities Education Act (IDEA)

Under the IDEA and its related federal regulations which govern special education, as well as the California statute and regulations discussed below, students with disabilities have a right to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). The IDEA defines students with disabilities as students, ages 3 through 21 (day before the 22nd birthday), who have been identified with one of the disabling conditions identified in the statute which adversely affect educational performance and require special education. The IDEA and its implementing regulations provide students with disabilities and their parents/guardians with procedural safeguards regarding the identification, evaluation, and educational placement of and the provision of a FAPE to students with disabilities. Essential to these procedural safeguards is the involvement of parents/guardians.

Section 504 of the Rehabilitation Act of 1973

The purpose of Section 504 of the Rehabilitation Act of 1973 is to (1) eliminate discrimination on the basis of disability in any program or activity provided by school districts and other educational providers that receive federal financial assistance and (2) ensure that students who are Section 504-eligible have equal educational opportunities equivalent to those of their nondisabled peers. Unlike the IDEA, Section 504 does not limit coverage to certain specific categories of disabilities and no categorical labels are necessary. Instead, a student with a disability under Section 504 is defined as one who (1) has a physical or mental health impairment that substantially limits a major life activity (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

NOTE: This Procedural Manual is intended to provide guidance specifically related to the IDEA and its implementation at ACE. This manual is not exhaustive but to provide guidance around the general support and services for students with disabilities.

Roles and Responsibilities

Principal/LEA Representative

As the instructional leader of a school, the principal is responsible for ensuring that all applicable federal and State laws are complied with so that students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) and have access to the age/grade-appropriate general education curriculum and all program options available at the school. The principal must oversee and ensure the implementation of all IEPs for each student with disabilities in their school. The principal supervises all related service and special education staff assigned to the school, including the coordination of services between the general education teacher and special education teacher. The principal must also ensure that the Education Specialist/Case Manager has the time necessary to carry out his/her responsibilities.

Education Specialist/Related Service Provider

Special Education Teacher and/or Related Service Provider Prior to the IEP meeting, the special education teacher and/or related service provider(s) are responsible for:

- Reviewing the current IEP to determine extent of mastery of annual goals or, if this is a conference to determine eligibility, compiling data and anecdotal records, samples of student work, and other information relevant to determine the student's potential for learning, rate of learning, and need for specialized instruction, related services, and/or accommodations;
- Assessing current achievement levels and progress toward achieving the Common Core Standards and IEP goals;
- Compiling qualitative and quantitative data and other information about the student's educational needs, in general and in relationship to the general education curriculum;
 - Compiling qualitative and quantitative data and other information about special factors that may impede students' learning;
- Identifying students' talents, hobbies and other interests;
- Compiling qualitative and quantitative data on students' attendance and class participation;
 - Compiling qualitative and quantitative data on levels of English language proficiency for students from a non-English language background;
 - Compiling qualitative and quantitative data on native language proficiency on students who are English Learners (ELs) who are receiving bilingual services;
- If applicable, compiling qualitative and quantitative data regarding the need for paraprofessional support and/or ESY services

During the IEP meeting, the special education teacher and/or related service provider(s) are responsible for:

- Sharing information regarding the student's present levels of academic achievement and functional performance in relationship to the general education curriculum, including progress toward IEP goals;
- Describing the student's learning style(s) and strategies that have been utilized with him/her, behavior and attendance as well as other relevant information regarding the student;
 - Explaining the recommendations for proposed accommodations and modifications that will allow the student to be educated in the least restrictive environment;
 - Explaining the recommendations regarding proposed annual goals and benchmarks/short-term objectives;

Following the IEP meeting, the special education teacher and/or related service provider(s) are responsible for:

- Implementing the IEP - providing direct instruction and/or consultative services in the appropriate setting for the prescribed minutes as outlined in the IEP;
 - Reviewing the IEP and understanding responsibilities for implementation;
 - Collecting evidence/data regarding progress toward goals and objectives/benchmarks, as indicated by the evaluation criteria and evaluation procedures of each goal;
 - Measuring and documenting on the IEP progress report the student's progress each quarter;
 - Communicating with other service providers, including general education teachers, on a regular basis;
 - Documenting service delivery;
 - Establishing and maintaining effective and positive communication with parents/guardians;
- and
- Informing the parents/team members if there is a need for an IEP revision.

General Education Teacher

General Education Teacher Prior to the IEP meeting, the general education teacher is responsible for:

- Reviewing the current IEP or, if the purpose of the conference is to determine eligibility, compiling data including progress monitoring data through Multi-Tiered Systems of Support (MTSS) or other response to interventions, samples of student work, and other information relevant to determining the student's potential for learning, rate of learning and need for specialized instruction and/or accommodations;
 - Identifying instructional and classroom management strategies that have been successful with the student;
- Observing the student's learning style in the general education classroom;

- Listing or identifying special factors that may impede the student's learning;
- Compiling qualitative and quantitative data and other information about the student's educational needs, in general and in relationship to the general education curriculum;
- Compiling qualitative and quantitative data and other information about special factors that may impede students' learning;
- Identifying students' talents, hobbies and other interests;
- Compiling qualitative and quantitative data on students' attendance and class participation;
- Compiling qualitative and quantitative data on levels of English language proficiency for students from a non-English language background;
- Compiling qualitative and quantitative data on native language proficiency on students who are English Learners (ELs) who are receiving bilingual services;
- If applicable, compiling qualitative and quantitative data regarding the need for paraprofessional support, ESY services and/or transportation;
- Sharing with the special educator comments on student progress toward achieving IEP goals, including student's participation in classroom activities;
- Collaborating with the special educator, as appropriate, regarding IEP goal implementation and/or data collection;
- Suggesting positive intervention strategies for improving the student's behavior, supplementary aids and services, program accommodations or modifications and supports for school personnel that may be necessary for the student to benefit from specialized instruction;
- Preparing a brief report of the student's current performance in relationship to the general education curriculum and including information regarding behavior and attendance patterns

During the IEP meeting, the general education teacher is responsible for:

- Sharing information regarding the student's present level of academic achievement and functional performance in the general education curriculum and the general education environment;
- Describing student's behavior and interactions with peers in the general education environment;
- Sharing information regarding the effect of accommodations provided for the student in the general education classroom during the previous school year;
- Making recommendations for continuation of those or other accommodations;
- Making recommendations for annual goals that relate to the progress of the student in the general education curriculum;
- Assisting in the determination of placement (and LRE).

Paraprofessionals/BIS

Paraprofessionals are responsible for:

- Collecting qualitative and quantitative data as directed by the teacher;

- Under the direction of the teacher, implementing accommodations and modifications and other educational or behavioral strategies used in the classroom;
- Providing feedback to the teacher about accommodations/modifications and other educational or behavioral strategies used in the classroom;
- Observing students and sharing information about student behaviors outside of the classroom;
- Assisting the special and/or general teacher in gathering documentation such as assessment data, work samples, observations and reports;
- Facilitating communication with linguistically and culturally diverse parents/guardians; • Supporting students with disabilities in the general education curriculum with activities as directed by the teacher;
- Supporting the student in the use of technology in the classroom;

Parent/Guardian

The IDEA defines “parent” as:

- a biological or adoptive parent
- a foster parent • a surrogate parent
- a guardian, but not State if the child is a ward of State
- an individual acting in place of a biological or adoptive parent, including grandparents, stepparents or other relative, with whom the child lives or an individual legally responsible for the child’s welfare

Parents/guardians are equal members of the IEP team and should be encouraged to actively participate in the discussion and decision-making during the IEP meeting.

Prior to the IEP meeting, parents/guardians are encouraged to:

- Participate with school personnel to determine a mutually convenient date and time for the IEP conference;
- Review the current IEP or, if the purpose of the conference is to determine eligibility, review any evaluation or assessment data submitted in advance of the conference;
- Review the most recent progress reports from teachers;
- Request a copy of the draft IEP materials that have been prepared for the IEP team’s discussion and notify the local school district representative of any specific IEP items they may wish to discuss (e.g., goals, assistive technology, paraprofessional support, etc.);
- Request that school staff collect data regarding ESY, paraprofessional, and/or transportation services and/or placement in a separate day school, if the data supports this

During the IEP meeting, parents/guardians should be encouraged to:

- Share information about their vision for the student’s future and expectations for the year; • Identify the student’s strengths and interests, including the types of activities the student enjoys at home and in the community;

- Share information about the student's relationship with siblings and neighborhood friends; • Discuss the types of rewards and discipline strategies that are effective at home and in the community;
- Share relevant information about the student's medical and personal care needs; • Provide input regarding annual goals and objectives/benchmarks and all other IEP components for consideration by the other IEP team members;
- Ask other IEP team members to clarify, explain or give examples for any information presented that may be unclear;
- Ask questions to clarify any reports or information regarding the student's present levels of performance in classwork, behavior and community activities, as appropriate; and • Ask the local school district representative to review or explain parent/guardian procedural safeguards, if necessary.

Following the IEP meeting, the student should be encouraged to:

- Cooperate with teachers, paraprofessionals, related service providers, and parents/guardians in order to improve achievement and meet benchmarks and goals;
- Review the criteria for promotion and grading;
- Tell parents/guardians and teachers about problems encountered and request assistance, as necessary; and
- Indicate to parents/guardians and teachers which accommodations or modifications are helpful or not helpful.

ROLE OF MULTI-TIERED SYSTEMS of SUPPORTS

The Multi-Tiered Systems of Support (MTSS) is the overarching framework that encompasses both the academic and social/emotional dimensions of learning. The MTSS framework is a key part of the broader ACE Network strategy to support ALL learners and ensure equitable access to a robust high quality education. MTSS implementation is the shared responsibility of all ACE educators, staff, families and communities. It is designed so that educators can make data-based decisions to meet the needs of students from different backgrounds, levels of language proficiency, learning styles, and levels of achievement. The MTSS framework embraces the importance of engaging families and the community in a collaborative partnership. Effective partnerships include students, parents/guardians, families, community members and educators. A positive and welcoming school environment fosters family engagement, improves student outcomes and is conducive to accelerated learning. The MTSS framework is designed to provide high quality, differentiated instruction and targeted support for student needs in all school and classroom settings. The MTSS framework includes both direct instruction and other interventions with targeted supports for those students who require additional, explicit and more focused instruction to meet the academic and behavioral standards. This framework is based upon providing increased instructional time and intensity of academic and/or behavioral supports, as identified on the basis of student needs.

The specific needs are identified and supported early and effectively. A data-based decision-making process, informed by multiple measures of data, guides MTSS implementation and provides the cohesive structure that integrates the various efforts of ACE to ensure that the academic and the social/emotional needs of all students are the highest priority in all schools, for all students, including English Learners (EL), students with disabilities, and gifted students. Analysis of progress-monitoring data will allow for students to move fluidly between tiers, depending on their progress (rate of improvement). The progress-monitoring tools support teachers' assessments of student development and intervention effectiveness and help teachers make decisions on the frequency, intensity, and duration of a particular intervention. The length of time a student receives an intervention depends on such factors as: the skill to be learned; the gap between the desired outcome and current level of proficiency and the time needed to close that gap; and/or student age and/or developmental level. Most importantly, the length of time that a student receives an intervention depends on the student's rate of progress and response to that intervention.

Network and school protocols should define: individuals who may provide interventions; the settings in which the interventions may occur; characteristics that interventions must possess to ensure they are evidenced-based at various levels of intensity; parameters for the minimum length of the intervention sessions, number of interventions per week and duration; and criteria for determining when the intervention is terminated.

NOTE: Whenever there is a reason to suspect a student may have a disability and be in need of special education and related services, the student is not required to complete a specific number of weeks or levels of MTSS or other response to interventions before a referral is made for an evaluation. This decision should always be made on an individualized basis.

CHILD FIND PROCESS

The purpose of Child Find is to seek out and identify all children between 3 and 21 years of age who are suspected of having a disability and may require special education services under the IDEA, including students who are not currently enrolled in an ACE education program, in nonpublic schools within San Jose, and highly mobile children such as migrants and homeless students. The Child Find process begins with a referral for an Evaluation.

Referrals

The following persons can make a referral or request an evaluation: • ACE school personnel, • Parent(s)/guardian(s) of the student, • An employee of the CDE, • An employee from another State agency, or • An employee from a community service agency. All requests for an evaluation must be submitted to the principal or the local school district representative in writing

and be signed and dated. It is important that the request include an explanation of the educational concerns and any supporting documentation. When a referral is submitted in compliance with all requirements, a response must be provided to the parent/guardian within 14 school days of its receipt.

ACE Staff Referrals ACE staff may refer a student for an evaluation by completing a Student Referral form to document the basis for the referral and providing the LEA representative and/or the service provider notice that the referral has been completed. Documentation to support the referral must include the following:

- Current information about the student, including grades, attendance, any suspensions, academic performance, behavior, and classroom participation;
- Data regarding any interventions implemented and the student's response to those interventions; and
- Documentation that the student was provided the appropriate core curriculum instruction and scientific, research-based intervention by qualified personnel.

NOTE: Whenever there is a reason to suspect a student may have a disability and be in need of special education and related services, the student is not required to complete a specific number of weeks or levels of MTSS or other response to interventions before a referral is made for an evaluation.

This decision should always be made on an individualized basis. Non-ACE Personnel Referrals It is important that referrals from non-ACE personnel, including parents/guardians, provide supporting documentation and explanation of the concern or suspected disability whenever possible. If the referral does not include the basis for concern, the case manager should request that the omitted information be provided and if the student is enrolled in the school, must review the student records and gather information from any ACE personnel who have worked with the student, as long as the 14-school-day response time is met. If there is not sufficient information to support the referral prior to the 14-school-day response deadline, the referral for an evaluation can be denied. If the request is made verbally, the case manager should instruct the referrer to put his/her request for evaluation in writing and assist with transcribing if the parents/guardians are unable to write out their request. The principal or local school district representative may ask the parent/guardian to provide any relevant information about the child, including any reports, prior evaluations, health records, school records from other schools, etc., to avoid duplication of information and assist in making appropriate decisions about the evaluation, but this request may not delay or extend the 14-school-day response timeline

Prior Written Notice

Any time ACE proposes to initiate or change the identification, evaluation, or educational placement of a student or the provision of a free, appropriate public education (FAPE), it must provide the parent/legal guardian with a written notification a "reasonable time" before it proposes or refuses:

(1) To change the child's special education eligibility category (for example, learning disability) including a determination that he has no special education qualifying condition; (2) To initiate or change an evaluation of the child; (3) To change the child's educational placement; and (4) To change a component of the child's IEP. [34 C.F.R. Sec. 300.503(a).]

The prior written notice must contain all of the following: (1) A full explanation of all procedural rights available to the student, including rights to pursue due process procedures and rights to confidentiality of information as provided in federal special education regulations; (2) A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any options the district considered and the reasons why those options were rejected; (3) A description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action; (4) A description of any other factors that are relevant to the district's proposal or refusal; and (5) A statement that the parents have certain rights and how the parents can obtain a written description of those rights. (6) The notice must be written in language that is understandable to the general public and provided in the native language or other mode of communication of the parent, unless it is clearly not feasible to do so. [20 U.S.C. Sec. 1415(c); 34 C.F.R. Sec. 300.503(c).]

Triennial Testing

Every 3 years, a student's continued eligibility for special education services needs to be determined by the team. Standardized or formal testing may or may not be required to make this determination.

When should a student be tested? Testing is recommended if the team has difficulty answering one of the following questions: • Does the student continue to meet the criteria for the identified disability? • Is another disability suspected which might be causing the difficulties? Is a change in label a possibility? • Does the disability continue to adversely affect the student's educational performance, or does the student require specialized instruction? (Is there an educational impact?) • Are the student's educational needs adequately identified and understood in order to create an appropriate program and IEP? The team should consider some form of testing if the student was not evaluated using standardized or formal assessments at the last triennial review.

Testing is required if the team is considering exiting the student from special education. The team must share results of testing and evaluation reports on or before a student's triennial review date. What types of assessments can be included in a triennial evaluation? A triennial evaluation should include evaluation tools that will provide answers for the identified reason(s) for conducting the evaluation and may include any of the following:

- Educational, speech/language, or cognitive standardized assessments
- Criterion-referenced assessments - assess developmental/functional skills
- curriculum-based assessments (ie: F & P, scored writing prompt, grade- specific math assessment, etc)
- Behavioral assessments (ie: Functional Behavior Assessment, observations, rating scales)

ACE must give the parent written notice of your procedural rights at the time your child is first referred for special education or when you request an evaluation; before you are notified of a disciplinary action requiring a change of placement; when you file for a due process hearing or compliance complaint; or at your request. [20 U.S.C. Sec. 1415(d)(1); 34 C.F.R. Sec. 300.504.]

Scheduling

In order to ensure timely completion of Annual and Triennial IEPs, an ACE service provider must begin to schedule the annual IEP and triennial (when applicable) at least six weeks out.

The Notice of Meeting can be signed at the meeting. Send a Notice of Meeting mailed and make a phone call, log it into Powerschool, and document every attempt to contact the parent. After three attempts, you may proceed without the parent. Send the final notice with a letter stating that if the parent does not communicate with the school within 7 business days of receipt of this letter and final phone (documented in Powerschool), the IEP team may convene without the parent.

Make every attempt to have the parent at the IEP as they are a critical member of convening of the team.

IEP Development

The IEP must be reviewed and updated at least annually to determine a student's progress toward attainment of his/her goals and to set new goals, etc. It must include:

- A statement of the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP) including how the disability affects his/her involvement and progress in the general education curriculum.
- A statement of measurable annual goals and short-term objectives or benchmarks, including academic and functional goals, designed to meet the student's needs and enable them to be involved and make progress in the general education curriculum and meet other needs resulting from the disability.
- A description of how the student's progress toward meeting the goals and short-term objectives or benchmarks will be measured and when periodic reports will be provided to parents/guardians on the progress toward meeting goals and benchmarks.
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, and program modifications or support for school personnel that will be provided to enable the student (1) to meet annual goals; (2) to participate and make progress in the general education curriculum, nonacademic parts of the school day

and extracurricular activities; and (3) to be educated and integrated with age/grade appropriate nondisabled peers. • An explanation of the extent, if any, the student will not participate with nondisabled peers in the general education classroom. • A statement of any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on State and District assessments.

Note for English Learners goals must linguistically appropriate and support remediating their academic differences in language acquisition.

IEPs should never be complete prior to the meeting. The team is convening for the purposes of determining the services and goals necessary for the student to make progress towards remediating academic/functional/behavioral differences so the student can access the general education curriculum as much as possible.

Goal Development

The IEP team must develop goal(s) to address a student's individualized needs, All goals developed should be

SMART goals:

Specific

Measurable

Action words

Realistic/Results-Oriented

Time-limited

Duration of IEP: Decide if the goal being developed will be worked on for the life of the IEP (i.e., one year) or this school year or the next school year.

Goal Area: Indicate the applicable area (e.g., academic, functional/behavioral). Provider: The special education teacher or related service provider (RSP) is the primary provider, responsible for implementing the goal and providing the minutes of service reflected in Areas of Need: Goals are based on the identified Areas of Need Present Level of Academic Achievement and Functional Performance (PLAAFP): The information in this section cannot be a "cut and paste" of the information from General Considerations. The focus must be on the student's skill deficit(s) in the particular area of need being addressed by the goal. For example, for a reading comprehension goal, the information does not discuss math issues but rather focuses on the specific reading comprehension deficits addressed by the goal. The PLAAFP should also explain how the student's disability affects his/her involvement and progress in the general education curriculum.

Academic Achievement: Focus on the student's strengths and needs that specifically relate to the subject area. Include what the student can and cannot do in that specific subject area and delineate how the student is performing at the time the IEP is being developed. The student's

most recent grade in the subject being addressed may be included but should never be the sole basis for a “present level” statement.

Functional Performance: Discuss how the student functions by describing motor, communication, social/emotional, adaptive/independent functioning skills, and, where applicable, vocational skills that relate to the subject area; this may include how the student performs with assistive technologies or augmentative communication systems.

Standardized Test Results: Identify any standardized test scores that relate to the subject area. Evaluation results from the most recent triennial.

The goal is a statement of the level of performance the student is expected to achieve at the end of the IEP year, must align to the Common Core and must be measurable (e.g., contain evaluation criteria such as “in four out of five trials with 90% accuracy”). The goal must directly link to the PLAAFP just written and include instructional supports. (For example: Given guided practice, K-W-L, QAR, anchor charts, and scaffolding, Student will demonstrate comprehension of grade-level literary and informational text by achieving 80% accuracy on curriculum-based assessments.) It is the final benchmark or short-term objective, so it reflects where the student should be within one year’s time or by the end date identified for the goal if shorter than one year.

Least Restrictive Environment Placement

The IDEA requires that every eligible student who has a disability and is ages 3 through 21, must receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that is appropriate for the student. Placement/LRE is not the school/program location or services themselves. Rather, it is the spot on the District’s required continuum of placement options in which the student’s IEP can be implemented. The placement/LRE decision is made only after all of the goals, modifications and accommodations, and, when applicable, the BIP and/or transition plan have been developed in the IEP. The placement/LRE decision is based on the student’s unique needs and not on the student’s disabilities.

Least Restrictive Environment (LRE)

Defined The LRE mandate requires that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schools or other removal of students with disabilities from the general education classroom occurs only when the nature or severity of the student’s disability is such that education in the general education classroom with the use of supplementary aids and services cannot be achieved satisfactorily.

Least Restrictive Environment (LRE) is the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that special education students are not removed from regular classes unless, even with

supplemental aids and services, education in regular classes cannot be achieved satisfactorily. [20 United States Code (U.S.C.) Sec. 1412(a)(5)(A); 34 Code of Federal Regulations (C.F.R.) Sec. 300.114.]

Students with disabilities shall be offered “special assistance programs that promote maximum interaction with the general school population in a manner that is appropriate to the needs of both.” [Cal. Ed. Code Sec. 56001(g).]

Special classes that serve students with similar and more intensive educational needs shall be available. The special classes may enroll the students only when the nature or severity of the disability... is such that education in the regular classes with the use of supplementary aids and services, including curriculum modification and behavioral support, cannot be achieved satisfactorily.

These requirements also Information on Least Restrictive Environment apply to separate schooling, or other removal of students with special needs from the regular educational environment. . . . In providing or arranging for the provision of activities, each public agency shall ensure that each [student] participates in those activities with nondisabled students to the maximum extent appropriate to the needs of the [student with a disability], including nonacademic and extracurricular services and activities. . . [Cal. Ed. Code. Sec. 56364.2.] For students not yet receiving special education, but for whom special education eligibility is being considered, state law provides that: A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. [Cal. Ed. Code Sec. 56303.]

Making the Placement/LRE Decision

Each year when the IEP is developed, the placement/LRE discussion for every student with a disability, including preschool students, begins with the general education classroom as the first placement option, including a discussion of special education, related services, and necessary supplementary aids and services being provided in the general education classroom. The IEP team should identify the student’s strengths, and build upon those strengths while determining whether the student can benefit educationally from receiving his/her special education services and supports in the general education classroom.

Nonacademic considerations, such as the social/emotional benefits of interaction with non-disabled peers, communication development and self-care skills, are also important when discussing general education classroom placement. The deficit areas that have been identified

in the IEP should be carefully reviewed annually to determine if services can be delivered in the general education classroom through consultation, co-teaching or other supplementary aids. When determining the LRE for a student with disabilities and before the IEP team recommends educational services outside of the general education classroom, the team should address several questions to ensure that the student will be educated with non-disabled peers to the maximum extent appropriate.

- Would the student benefit from receiving his/her special education and related services in a general education classroom for all or some of the school day?
- Can supplementary aids and services support the student's needs in the general education class?
- Can the student achieve his/her IEP goals within the general education classroom with the use of special education, related services, and/or supplementary aids and services?
- Does the IEP provide for a full range of supplementary aids and services that would facilitate the student's progress in the general education class?
- What are the nonacademic benefits to the student from interacting with non-disabled peers?
 - Is the student so disruptive in the general education classroom that his/her education or that of other students is impeded, even with appropriate supports in place? and/or
 - Does the student require the curriculum to be modified so significantly that it bears little or no relation to the general education curriculum and instruction in the classroom? Begin the decision-making process by examining the general classroom placement as the first option. Have a serious and thoughtful discussion about the following three factors:

1. Consider whether the student can be educated satisfactorily in the general classroom with one or more of the following (not an exhaustive list):

- supplementary aids and supports program and/or curriculum modifications;
- special education teacher co-teaching the class;

- special education teacher and/or related service provider works with the student(s) individually or in small group within the classroom;
- training or other supports for the general education teacher; • the use of assistive technology; and/or
- the implementation of a BIP designed to identify and meet the behavioral challenges presented by the student in the general education classroom.

2. Compare the academic and non-academic benefits to the student provided in the general education classroom and those provided in a special education classroom or separate setting including consideration of (not an exhaustive list):

- Social, communication, and self-help skills, as well as academic benefits; and
- The general education classroom placement is not contingent on the student's ability to learn the same things in the same way.

3. Consider the potentially beneficial or harmful effects that a general education class placement may have on the student with a disability or the other students in the class including (not an exhaustive list):

- Positive benefits such as social interaction with non-disabled peers, peer modeling, high expectations, and acceptance of others; and
- Harmful effects such as unduly disruptive behavior that impairs the student's learning or that of others, even with the implementation of a BIP and other supports. Keep in mind that the placement decision cannot be solely based on:
 - Category of disability;
 - Severity of disability; • Language and communication needs;
 - Needed modifications to curriculum; • Configuration of ACE's service delivery system; or • Availability of space or educational and related services. No one factor outweighs the others.

The IEP team should look at a student's individual needs and determine the most appropriate and least restrictive setting in which he/she would benefit educationally. Remember – even if the team determines that a student with disabilities should be placed in a separate class for particular curricular area(s), he/she still must be integrated with non-disabled peers to the maximum extent appropriate and have access to the age/grade-appropriate general education curriculum even in the separate setting.

If the IEP team determines that a student with disabilities must be removed from the general education classroom because he/she will not benefit educationally--even with the provision of special education, related services, and supplementary aids and services--the IEP team must document the basis for this decision. A decision to remove a student with disabilities from the general education setting must always be based on individual needs and not on the nature of the student's disability. Additionally, separate classes, separate schooling or other removal of students with disabilities from the general education classroom must only occur if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

If the student will be removed from the general education classroom for any part of his/her day, the IEP team will continue its discussion of the continuum of options to determine an appropriate placement. The IEP must support both the chosen LRE placement and the basis for rejecting each of the less restrictive settings. A student with disabilities does not have to fail in a less restrictive setting before the team reconvenes and discusses moving the student to a more restrictive setting. In determining placement, including for preschoolers, the IEP team begins the discussion with the school that a student would attend if not disabled. If the student will not attend that particular school, the team then must support this decision and provide the closest appropriate school location that can implement the IEP.

Extended School Year and LRE

LRE must also be discussed by the IEP team in the context of an extended school year (ESY) program for a student who is eligible for ESY services; however, the IDEA does not require that a school establish summer programs for non-disabled students for the sole purpose of providing

integrated activities for students with disabilities in ESY programs. Because the primary purpose of ESY services is to prevent severe regression and recoupment problems, a student's placement for ESY services may differ from his/her placement during the regular school year. The LRE decision for ESY is made on a case-by-case basis.

Transfer/Interim Placement

A district must provide a 30-day interim placement and offer a permanent placement before that 30-day placement expires. The interim placement, however, does not have to be identical to the student's prior placement

When a student with an IEP transfers into ACE from a California Local Education Agency (LEA) not operating programs under the same local plan and that student as enrolled in a special education program in the same academic year, the receiving district administrator (in consultation with the parent) may place the student in a comparable program for a period not to exceed thirty (30) days. By the end of the 30-day period the district will adopt the IEP or develop a new one. The process allows the district to identify similar services that are available in the receiving district, allow the parent to be informed, and allow implementation for a limited period of time until the IEP process is completed.(Article 2, section 56325 (a) (2)) (Title 20, (d)(2)(C)(i)) (Article 2, section 56325 (a) (1)) (Title 20, (d)(2)(C)(i))

Discipline

Students with disabilities are subject to the same suspension rules as nondisabled students, except that suspensions of students with disabilities cannot exceed 10 consecutive days (that is, 10 days in a row) without a "manifestation determination." A teacher may suspend a student for up to two days. [Cal. Ed. Code Sec. 48910.] A principal may suspend a student for up to five days. [Cal. Ed. Code Sec. 48911.] State law defers to federal law for most of the rules governing suspension and expulsion of special Education students. [Cal. Ed. Code Sec. 48915.5.] Federal and state law allow for up to 10 consecutive days.

Information on Discipline of Students with Disabilities suspension of special education students without any requirement of a manifestation determination, but for suspensions in excess of 10 days, there must be a special meeting. [20 U.S.C. Sec. 1415(k)(1)(B).]

Principals, therefore, sometimes extend students' five-day suspensions by an additional five days. Students with disabilities may be suspended for any one of the misbehaviors on the above list that applies to all students, even if the misbehavior is a manifestation of the child's disability. Typically, with suspensions, there is a pre-suspension conference involving the principal and teacher and the student. At that conference, the student is told why he is being suspended and what the evidence is against him, and he is given an opportunity to present his version of the event and any evidence in his favor. The law does not require the school to wait for the parent to arrive to hold this presuspension conference. [Cal. Ed. Code Sec. 48911(b).]

However, the school is required to make reasonable efforts to contact the parent by phone at the time of the suspension. [Cal. Ed. Code Sec. 48911(d).]

A student can be suspended without a pre-suspension conference if the principal determines that an emergency situation exists. An emergency situation is where there is a "clear and present danger" to the life, safety or health of students or school staff. [Cal. Ed. Code Sec. 48911(c).] If no pre-suspension conference is held, because it is an emergency situation, a conference must be held within two school days. Both the parent and student must be notified of this conference and the student must be allowed to return to the campus to attend. [Cal. Ed. Code Sec. 48911(c).] You must also be informed in writing of a suspension. [Cal. Ed. Code Sec. 48911(d).] The written notice should specify the section or sections of the Education Code which the district says your child violated. You are required to respond without delay to any request from school officials to attend a conference regarding your child's behavior. [Cal. Ed. Code Sec. 48911(f).] Your child cannot be suspended for more than 10 consecutive school days or expelled from school for misconduct that is a manifestation of their disability [20 U.S.C. Sec. 1415(k)(1)(C).] Suspensions for more than 10 consecutive school days and expulsions are considered "changes of placement," and schools cannot change your child's placement without your consent, or without a manifestation determination meeting, except for certain behaviors discussed below.

Manifestation Determination

The manifestation determination meeting is a meeting of the relevant members of the IEP team to determine whether a student with a disability may be expelled or have his placement changed for more than 10 consecutive school days for misconduct. It is supposed to be held within 10 days of the school's decision to expel the student or change his placement. At the meeting, the IEP team reviews the relevant information from the student's file, including the IEP and any information from teachers and the parents and then decides two things: (1) was the behavior caused by, or did it have "a direct and substantial relationship" to, the student's disability; and (2) was the behavior the direct result of the district's failure to implement the IEP? [34 C.F.R. Sec. 300.530(e).] If the IEP team answers "YES" to either question, the student cannot be expelled and any placement change requires either the consent of the parent or a hearing officer's order. If the IEP team determines that the behavior is a manifestation of the student's disability, then, unless the behavior is one of the serious offenses discussed below, the student must go back to his original placement--unless the parent and school agree otherwise. The school must also do a behavioral assessment for the student or modify the student's existing behavior plan to address the behavior. [20 U.S.C. Sec. 1415(k)(1)(F); 34 C.F.R. Sec. 300.530(f).] If the team answers "NO" to both questions, the student can be referred for expulsion.

NOTE: Any student on a 504 plan MUST also have manifestation determination hearing in order to be eligible for expulsion.

Letter Examples

For any of these letters or requests the LEA must assist the parent if necessary.

REFERRAL/REQUEST FOR ASSESSMENT FOR SPECIAL EDUCATION SERVICES

Date:

DELIVERED VIA: Fax Registered Mail In person

From:

Parent/Guardian Name(s):

Street Address:

City/State/Zip:

Telephone Number(s):

E-mail (if applicable):

To:

Mr/Ms/Dr:

Director of Special Education

School District Name:

District Street Address:

City/State/Zip:

Telephone Number (if known):

Fax Number (if known):

E-mail (if known):

ON BEHALF OF:

Child/Student Name:

Student Birth Date:

Student School:

My child has not been functioning well in school and I am concerned about my child's educational progress. I am writing to make a parent referral for assessment for special education services as allowed under the Child Find obligations of the Individuals with Disabilities Act (IDEA) and California Education Code Secs. 56029, 56301, 56302, and 56321(a) and 5 California Code of Regulations (C.C.R.) Sec. 3021. My child may be eligible for special education assistance. I am requesting that my child be given a comprehensive assessment by the school district in all areas of suspected disability, and that an IEP meeting be scheduled.

Below are some of my concerns related to my child's educational progress, and information about my child's known and/or suspected disabilities:

[List or describe concerns here related to the child's suspected and/or known disabilities and adverse educational performance impact, which may include any of these, for example: academic performance, learning challenges, health impacts, memory, psychological processing, social, behavioral, expressive or receptive communication, social skills, fine and gross motor, mental health, or other areas of concern.]

As part of the assessment process, I also request that my child be assessed under Section 504 of the Rehabilitation Act of 1973 to determine whether he should be identified as handicapped pursuant to that law and to determine what, if any, accommodations might be required in his educational program in the event that he does not qualify for special education services, or in addition to special education services. I also request that the school district's 504 Coordinator be present at the IEP meeting to discuss the results and recommendations of assessment.

In addition to the typical school district evaluations, I specifically request that the school district conduct the following evaluations of my child if listed here:

[List specific evaluations requests here if you have some]

I understand that Response-to-Intervention (RTI) is now allowed under IDEA 2004 as one evaluative tool that may assist in determining the presence of specific learning disability (SLD) but that, according to the U.S. Department of Education (DOE) Office of Special Education and Programs (OSEP) memo of 1/27/2011, "it would be inconsistent with the evaluation provisions at 34 CFR Sections 300.301-300.111 for an LEA [school district] to reject a referral and delay provision of an initial evaluation on the basis that a child has not participated in an RTI framework," and that the school district has an "obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of an RTI strategy." <http://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/osep11-07rtimemo.pdf>

If the school district asks to conduct a Student Study Team (SST) process in response to my parent referral for IDEA evaluation, I will consider such a request so that my child can receive help and intervention while the IDEA evaluations are ongoing. Understand, however, that if I give my approval for a SST, I will not and do not waive my child's right to comprehensive assessment under the district's "Child Find" mandate.

I understand that schools are required only to "consider" general education interventions before delivering special education services, and that evaluation is not services. I also understand that the school district is not required to "exhaust" general education interventions; that there is no exhaustion standard in IDEA; and that IDEA Child Find requires evaluation when there is suspected disability.

I look forward to receiving an Assessment Plan within 15 calendar days for my review and consent so that evaluations can proceed. If the district refuses to evaluate I expect to receive Prior Written Notice (PWN) that meets the requirements of the IDEA. I look forward to evaluations being completed promptly and an IEP meeting held, at a mutually agreeable time and place, within 60 calendar days of my consent to the Assessment Plan, to discuss results and plan for my child's supported education.

Please ensure that we schedule an IEP meeting to ensure that I receive copies of all assessment reports at least 5 business days before the IEP meeting that will be scheduled to discuss them so that I will have adequate time to review and prepare any questions or parent concerns I may have for the IEP team.

Sincerely,

[signature]

Parent/Guardian Name

Copies to: ***[School Principal and other members of child's educational team as needed]***

Enclosed: ***[list attachments to this letter you may want to include to help the district understand child's suspected disabilities, needs, diagnoses and/or disability(ies) if known]***

REVOCATION OF CONSENT TO ALL OR PART OF IEP

DATE: _____ DELIVERED VIA: _____ Fax _____ Registered Mail _____ In
Person

FROM:
Parent/Guardian/Educational Rights Holder:

Street Address:

City, State, Zip:

Telephone Number(s):

Email (if applicable):

TO:
Director of Special Education:

School District:

School District Street Address:

City, State, Zip:

Telephone: _____ Fax: _____

Email (if known):

RE:

Student Name: _____ Birth Date: _____

Student School:

School Address:

Page 2 of 2

Date: _____

Pursuant to C.F.R. Section 300.500(b)(1)(iii),

I hereby revoke all or the following part(s) of the IEP of (student name)

Sincerely,

Parent/Guardian/Educational Rights Holder Signature

COPIES TO: School Principal, and Other members of my child's educational team as needed

Final Notice of Meeting Letter

Dear (Parent Name/Guardian Name),

This is the final attempt to contact you regarding (Student Name) (Type of Meeting) IEP meeting. We would like to reschedule for (Time Frame). Please let us know when you are available (Time Frame) so we can ensure that all team members are available.

If you are unable to attend the meeting we have the ability to have the meeting without you; since this the final required attempt to schedule this meeting.

Please let us know your availability for (Time Frame).

Thank you!

(Who Are You?)

--Send certified mail to Parent/Legal Guardian

DRAFT

EL Master Plan

ACE is committed to ensuring academic success in college and life for our EL population by utilizing evidence-based instructional methods and placing a high value on the knowledge and contributions of our EL students.

Our commitments. In service of this commitment, ACE pairs high quality instruction using Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in the general education classroom with EL-specific methodology, provided in both a designated and integrated model. Using robust data systems for teachers, coaches, administrators and district-level staff to monitor academic progress of our ELs throughout the school year and after they have reached reclassification. We utilize interim assessments, curriculum-based assessment and walkthroughs to adjust and refine instruction. We respond to our progress monitoring with professional development for administrators, teachers and instructional assistants to help all school staff support the learning of ELs in our schools.

In accordance with the California ELA/ELD Framework (2015), we believe that by the time a student who is EL has graduated from ACE, they have:

- developed the readiness for college, careers, and civic life;
- attained the capacities of literate individuals;
- become broadly literate;
- acquired the skills for living and learning in the 21st century

We know that ELs come to our ACE schools from all over the world, and from within California, with a range of cultural and linguistic backgrounds, experiences and formal schooling. As educators, we must always approach keeping in mind that language develops alongside a student's cognitive development (Framework, 2015). Thus, when older students matriculate we acknowledge that these students bring funds of knowledge in their native language, have attained a level of native language literacy, knowledge of oral vocabulary, language structures that inform the learning of English.

We believe that biliteracy is an asset that deserves frequent appreciation in order to promote student competence and confidence. We believe that our ELs deserve an educational environment that honors the asset of biliteracy, utilizes data to inform the instructional program, promote student awareness and affirms home languages.

We want our ELs to experience rigorous curriculum while accessing appropriate linguistic supports, including access to projects, field trip, service activities to the extent of their general education peers. In addition, activities in their native language can also enhance feelings of inclusion and competence in the educational setting.

This master plan, an embodiment of our equity beliefs, outlines the required legal processes for assessment, designation, academic programming and reclassification of our scholars learning English..

Section 1: Initial Identification, Assessment, Parent Notification

GLOSSARY OF TERMS

The following are operational definitions from CDE that help teachers, parents and administrators understand the policies and instructional guidelines:

CALPADS: California Longitudinal Pupil Achievement Data System is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

TOMS: Test Operations Management System is a secure Web site that permits local educational agency (LEA) CAASPP (California Assessment of Student Performance and Progress) coordinators to perform a number of tasks for the CAASPP System, which comprises the Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics; the California Alternate Assessments (CAAs) for ELA, mathematics, and science (Pilot 2 of embedded performance tasks); the California Science Test field test; and, for the selected LEAs, the pilot of the California Spanish Assessment. Starting with the 18-19 SY, TOMS will be used for ELPAC testing as well.

English Language Proficiency Assessments of California (ELPAC): The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

Initial Assessment: Initial identification of students as English learners

Summative Assessment: An annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

Initial Fluent English Proficient (IFEP): Student demonstrates proficiency from the ELPAC initial assessment.

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment (ELPAC) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language

“Ever-EL”: A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the California English Language Development Test (CELDT)) and from additional information when appropriate, is determined to be proficient in English.

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply:

(1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and

(2) has been enrolled in a U.S. school for six or more years; and

(3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and

(4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above. For more information see Education Code 313.1

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an English learner (EL) and subsequently reclassified/re-designated in California, per Education Code 313, as proficient in English.

To Be Determined (TBD): A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the Home Language Survey and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

Home Language Survey

The School administers the home language survey (HLS) upon a student's initial enrollment into the School. The HLS is embedded within ACE enrollment forms. Students in the country less than twelve months are given the state's Designated Primary Language Test, the Initial ELPAC, to determine the student's academic proficiency when tested in his/her home language.

The HLS consists of the following questions:

1. What language did the student learn when he or she first began to talk?
2. What language does the student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home (parents, guardians, grandparents, or any other adults)?

The school site will use the results of the HLS to determine as follows:

- English Only (EO) if the answers all of the four questions on the HLS are "English." The student will be categorized as English Only.

or

- Possible English Learner if the answers to any of the first four questions on the HLS indicate a language other than English, or a combination of English and another language. Thus, the child will be assessed to measure his/her level of English proficiency using the Initial ELPAC. Until language classification is determined, "TBD" will be entered into the student's profile in Powerschool.

Parents hold the right to amend their response to the HLS at any time. However, if the student has already been administered the Initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to Initial ELPAC administration, the school must honor the changes made.

Transfers

Students who transfer from local district schools, private schools, out of the state or out of the country will follow the guidelines outlines below. Regardless of the sending school, all updates to student information must be entered into Powerschool by the school staff. "TBD" will be used in Powerschool until accurate information is obtained by the school, as outlined below. Regardless of the sending school, all students will be

looked up in the State longitudinal data system called Cal Pads before assessing the student with the Initial ELPAC.

Transfers from other California public school districts. Student records, including the cumulative file, will be requested by the receiving ACE school upon enrollment. Upon receipt of records, the receiving ACE school must review all records carefully in order to determine that the student is properly placed in the appropriate instructional programs. Cumulative files will ideally include the HLS, state assessment scores, report cards, and language classification (EO, IFEP, EL, RFEP). Student information will be cross-referenced with CALPADS. School staff will meet with the parent to discuss program placement.

Transfers from private schools. Student records will be requested by the receiving ACE school upon student enrollment. The initial identification and assessment process will be used for students entering from a private school. Student will be placed in the grade level assigned with the student age, and/or based on student transcripts. School staff will look up the student in CALPADS to verify if the student was enrolled in a public school setting at any time.

Transfers from out-of-country schools and out-of-state schools. Students enrolling at an ACE school from outside of California or outside of the country will go through the initial identification and assessment process. Student will be placed in the grade level assigned with the student age, and/or based on student transcripts. Staff will look up the student in CALPADS to verify if the student was enrolled in a California public school setting at any time.

Assessment - Initial ELPAC

State and Federal regulations require that if a student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed so that the school team can address the linguistic needs of the student within 30 days of student enrollment.

To ensure accuracy, it is imperative that all student records are verified in CALPADS prior to test administration so that students are not mis-identified. If CALPADS indicates that the student has already received Initial ELPAC, the student should not be re-tested unless the school site identifies a reason to do so.

Starting in the 2018-2019 school year, the ELPAC will take the place of the California English Language Development Test (CELDT). The Initial ELPAC will be used for students who have not yet taken the CELDT or ELPAC and who have not yet been classified as an English Learner. Prior to administration, teachers will be trained in administering and scoring the Initial ELPAC.

Timeline. Assessment will occur within 30 calendar days at the beginning of the school year or within 2 weeks of the student's enrollment if the student enrolls mid-year.¹

- Students are given the the Initial ELPAC within 30 days of initial enrollment¹
- the initial ELPAC is locally scored by the school site
- Based on the student’s overall performance on the initial ELPAC, they may be classified as
 - An English Learner (EL) and must be annually assessed with the Summative ELPAC until the student meets the eligibility criteria for reclassification and is Reclassified to Fluent English Proficient (RFEP).
 - Initially Fluent English Proficient (IFEP)

Parents are notified using the initial parent notification letter (see Appendix) when the student’s scores and classification are determined by the site, within 30 days of enrollment (20 United States Code (U.S.C.) Section 6312).

Assessment - Summative ELPAC

The Summative ELPAC will be used to annually assess EL students’ progress towards mastery of the English language and reclassification, and will be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

The Summative ELPAC will be administered every spring between February and May until they are reclassified as English proficient.

The four areas tested by the ELPAC are Listening, Speaking, Reading and Writing and the overall scaled score falls within levels one through four. The figure below illustrates how ELPAC performance levels correlate with the 2012 California Framework in which EL students fall within one of three performance levels, Emerging, Expanding and Bridging.² The Appendix includes descriptions for each ELPAC level and Framework Level.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.³

Regardless of proficiency-level, all ELs are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level. Three corresponding levels of support match each language level: substantial, moderate, and light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for appropriately implementing the CA ELD Standards at each proficiency level.

¹ The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT (ELPAC) tested. All other students who have indicated a home language other than English will continue with annual CELDT (ELPAC) testing based upon the date last tested at the prior school of enrollment.

² <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

³ <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

However, the descriptors are not intended to prescribe program placement or curriculum choices; schools are encouraged to utilize multiple sources of data to develop a linguistic support program for each EL student.

Students with Disabilities

Students with disabilities will take the Initial and Summative ELPAC tests and have access to the universal tools, designated supports, accommodations, updated annually by the California Department of Education (CDE).⁴

Primary Language Assessments

Students designated as ELs on the basis of the Initial ELPAC are not automatically assessed in their primary language. On a case-by-case basis, EL students may be given a primary language assessment (i.e., Aprenda in Spanish), based on the recommendation of the school site. The purpose of a primary language assessment is to determine proficiency in content area topics in the student's home language and to guide instructional programming. Assessment, whether formal or informal, in a student's primary language can indicate a student's content knowledge, high order thinking and can serve to demonstrate a student's assets coming into the classroom.

Parental Notification of Initial Assessment Results and Program Placement

All Parents of EL students who are administered the annual ELPAC receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level (provisional, then official when results become available) and how it was assessed
- Official language classification

In addition to the above, parents also receive information regarding the:

- English language proficiency level from annual assessment, and how it was assessed
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of ELs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria (See Appendix A). Parents are advised to contact the school if they should need additional information.

Parent Confirmation of Program Placement

After parents are informed of the initial ELPAC results, the Initial Parent Notification of Language Test Results is returned to the school with the parent's signature. By signing this letter, the parent confirms receipt of the assessment results and program placement. If the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the school administrator to discuss the information contained in the letter. The signed letter is filed in the student's cumulative record.

Parental Exception Waivers

Per EC Section 310, the requirement to place an EL in an English Language classroom may be waived with prior written informed consent, to be provided annually, of the child's parent or legal guardian. The forms are available at the school office and must be submitted to the school office. At any time during the school year, a parent may request a change in program or placement into a general education English language classroom.

The school grants the Parental Exception Waivers unless the school principal and educational staff has substantial evidence, such as formal assessments, that the alternative program would not be in the best interest of the child. If a waiver is denied, the reason is documented and provided to the parent in writing. Parents may appeal the school's decision by contacting the Board of Directors.

Annual Language Classification/Status

Parents of ELs are notified each year of their child's current language classification along with the annual assessment results. A student remains an EL until he or she has met the criteria for reclassification.

Section 2: Instructional Program

Introduction

This section of the master plan will describe how ACE Charter schools will adopt curricular and programmatic strategies to support EL students' mastery of the English language, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and access to college and career readiness. 2012 ELD standards were written to correspond to the Common Core ELA standards, and highlight and amplify the critical

knowledge about language and skills required to reach the rigor of the new CCSS standards. A major difference from the previous State ELD standards, is that the new 2012 Framework requires fewer, clearer and higher targets for EL students.

ELs deserve engaging, meaningful and relevant, and intellectually rich and challenging learning activities across curriculum and throughout the day. These learning experiences must be appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds content knowledge and academic, values and builds on primary language and culture and other forms of primary knowledge.⁴

It is critical that all educators hold a belief in the academic and cognitive potential of each language learner, acknowledging the marriage of language acquisition and the rigor of CCSS and NGSS. In the spirit of this 'marriage,' the 2012 Framework and ESSA goals demand that our ELs meet high levels of achievement as well as master the English language.

As such, this section will also address the criteria and procedures for reclassifying students as Redesignated Fluent English Proficient (RFEP).

Student Achievement Goals & Accountability

In accordance with federal ESSA requirements, the achievement of ELs will be annually reported to the state and published as part of the CDE California Dashboard. The English Learner Progress Indicator (ELPI) measures the percent of EL students who are making progress towards language proficiency and the number of ELs who were reclassified from EL to RFEP in the previous year

In addition to the ELPI measures, ACE sites are required to track academic achievement and reclassification as a requirement of LCAP.

1. Academic Achievement – ELs must show evidence of academic achievement at the same rate or higher as measured by SBAC Interims and ELPAC and English 3D Assessments
2. Reclassification- All English Learners who meet established criteria are reclassified and their progress is monitored for up to 4 years.

English Language Development (ELD) Placement and Instructional Design

Support for English Learners varies as much as the individual student. English learners' needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling, but each child also brings unique strength to meet those needs. By having a common understanding of students' needs and the goals for all students, the school provides a needed consistent program no matter the adult working with a child.

The tenets of the ACE ELD program include these guiding principles:⁵

⁴ ELD Framework for California Public Schools, (2014)

- The priority for instruction is language learning and exploration.
- Upon frequent analysis of formative and summative data, students are grouped by proficiency level. Data includes: Star Reading Assessment,, SBAC, Engage NY module assessments, Interim assessments, EL Achieve end-of-unit assessments, writing samples, oral language samples.
- Language tasks are relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the 2012 ELD standards to address gaps in language proficiency.

Students are placed in the appropriate English Language Development (ELD) program based on assessment data from CELDT, ELPAC, SBAC and ACE-wide assessments. Student placement can change throughout the course of the school year based on progress monitoring or by parental waiver.

ACE schools provide a general education English instructional placement for all ELs, taught by staff with the appropriate authorization to each ELs.

ELD is the catch-all term that describes all instructional supports for English learners. The purpose of ELD instruction is to advance English learners' knowledge and use of English in increasingly sophisticated ways.⁶

ELD instruction both embedded into grade level standards and includes explicit language instruction tied to the ELD framework (2014). Current research evidence indicates that providing explicit ELD instruction is valuable for ELs, and there is evidence that ELD instruction should include interactive activities that require critical thinking and collaboration among students.⁷ Further, EL instruction should build upon the funds of knowledge within students and apply culturally relevant activities based on student interests.⁸

The tenets of a high quality program include these guiding principles¹⁰

- The priority for instruction is language learning and exploration.
- Upon frequent analysis of formative and summative data, students are grouped by proficiency level.
- Language tasks are relevant to students and applicable to the real world.

⁵ Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

⁶ Improving Education for English Learners: Research-based Approaches (CDE, 2010)

⁷ Van Lier, L. and Walqui, A. Language and the Common Core Standards (2012)

⁸ Noguera, P. (2012) taken from

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/342/2016%20mpi/Powerful%20Practices-%20ELLS%20V2.pdf>

- Provides a systematic method for language instruction based on the 2012 ELD standards to address gaps in language proficiency, including foundational reading.

Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 **ELD** Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.

Designated ELD is a protected time during the regular school day when teachers use the 2012 **ELD** Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

All ELs participate in **Integrated ELD**, which occurs in all core content areas during core instruction and taught by credentialed staff with EL authorization. Language objectives, vocabulary supports and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

English Learners at all levels also participate in a **Designated ELD** program. At ACE, we have adopted the EL Achieve® curriculum for Designated ELD, which include daily lessons in ELD ranging from 20-60 minutes, taught by a teacher holding EL authorization. In the elementary schools, these ELD lessons occur in a small group setting within the general education classroom. In the secondary setting, these ELD classes are built into the master schedule and reported on transcripts as *Academic Literacy*. The following sections describe our two programs in greater detail.

Designated ELD

As stated in the CDE ELD Framework, “designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards...” ACE adheres to this philosophy by offering Designated English Development during the regular school day at all of its schools.

Students are grouped within one level of their proficiency level. Schools utilize lessons based on ELD Standards. In Los Angeles, the EL Achieve® is utilized during this time and focuses on structured student talk, giving language learners opportunities to build speaking and listening abilities in the English language.

Student progress is monitored through formative and summative assessments. For example, EL Achieve® includes end-of-module assessments that provide formative progress on listening, speaking, reading and writing domains. Teachers analyze assessment data to provide differentiated learning targets and supports within each proficiency level. For example, students at the late stages of the emerging level are taught more advanced vocabulary and language frames than students at the early stages of the emerging level within the same designated ELD class. Supports are given and removed according to a student’s proficiency within that level.

Progress of ELs on internal ACE assessments in ELA and Math helps sites and the regional office determine if ELs are making adequate progress on CCSS grade level content.

Secondary. In 6th through 12th grade, Designated ELD is built into ACE Charter HS' master schedules, taught by teachers with proper authorization and often students receive letter grades for the courses. The overall goal of our EL program in secondary, whose student population is mainly comprised of Long Term English Learners (LTEL)s and the occasional Newcomer, is to a) reclassify students as RFEP and b) to prepare students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers.

During the quarterly data review, EL students' progress is measured against ACE reclassification criteria. In addition, progress of ELs is monitored through analyzing subgroup data on ACE interim assessments in Math and ELA. Data analysis indicates which students may be on track to reclassify, and which students may need additional supports and scaffolds to master language in the content areas.

Integrated English Language Development

All EL students in grades 5 – 12 participate in Integrated ELD in which students fully participate and access the general education curriculum using CCSS standards. In Designated ELD the focus is the ELD standards. However, in Integrated ELD, the curricular focus is the CCSS or NGSS standards. As outlined by the State, Key components of Integrated ELD include:

“effective instructional experiences for ELs throughout the day and across disciplines, are interactive and engaging, meaningful and relevant and intellectually rich and challenging, are appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.”⁹

Academic understandings and skills are underpinned by language, both in terms of understanding concepts and procedures that are subject-specifics.¹⁰ To supplant the curriculum with language instruction, educators integrate research-based strategies¹¹ such as:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps

⁹ ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

¹⁰ Van Lier, L. & Walqui, A. (2011). Language and the Common Core. *Understanding Language*. Stanford University.

¹¹ Rubenstein & Avila (2006). Connecting with Latino Learners. *Educational Leadership*. 23(5) pp38-43. Taken from URL: <https://eric.ed.gov/?id=EJ745490>

- Visuals: study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

English Language Arts

Specific strategies are used to support English Learners as they tackle the CCSS in Language Arts¹⁴ and the ELD Standards. The school provides instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students are exposed to different types of writing, assignments are meaningful to the student and assessment is focused on content and not only mechanics. Speaking and listening for English learners requires instructional strategies such as academic discourse, Think-Pair-Share and extensive collaboration.

Teachers support students in accessing complex texts through building background knowledge, explicitly teaching academic vocabulary, and teaching metacognitive strategies for understanding texts. Teachers engage students in the close reading process to first read for clarity and address misconceptions, understand what the author is saying and why, and to integrate their understanding with other texts and topics. English learners are supported through the use of texts that capitalize on their background knowledge and experiences. Academic instruction techniques are implemented such as Marzano's 6 steps for vocabulary acquisition as well as frequent

opportunities to practice the language in context with structured oral language activities. Instruction is embedded in content units in which students have repeated exposure to content vocabulary over time. Teachers also utilize Guided Language Acquisition Design (GLAD) or Constructing Meaning (EL Achieve) strategies where applicable in supporting students as they work toward mastery of the grade level common core state standards.

Long Term English Learners (LTELs)

The state defines Long Term English Learners (LTEL)s as students who have been in school in the US longer than five years (i.e., in the sixth year of schooling) and have not met the criteria for reclassification. Many LTEL students have strong social language, however require more intensive and individualized services to access the academic language demands of secondary content. LTELs are more likely to be in middle and high schools, struggle academically, less likely to be engaged in school and less likely to graduate from high school.¹² In order to meet the needs of these learners, ACE creates trackers to make identification of long term English learners easier for teachers. A screenshot from our data portal is below.

Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RtI process that makes sure students are progressing or getting additional supports
- A focus on engagement and study skills during Advisory

Intervention specialist teachers and Deans of Instruction monitor the progress of LTEL students throughout the year to ensure that they are making adequate progress towards standards, pass classes and stay engaged in school. The ultimate goal is for our LTEL population to reclassify, to ensure their engagement in school and boost their self-efficacy and to actualize their pathway to college.

Newcomers

A newcomer as defined by ACE is a student enrolled in a US school fewer than two years and whose language proficiency falls in the Emerging or Expanding category, per the Initial ELPAC assessment.

¹² Olsen, L. (2014). Understanding the Needs of Long Term English Learners: A Guide for Educators. NEA Policy Brief. Taken from : https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf

Students brand new to the country and/or English have unique and personal needs; they may have limited literacy or formal schooling in their native language or may have extensive educational experiences in their native language. Great care must be taken to acculturate these students into life in the US and California. Research on students new to the country identifies five important elements for their success.¹³ ACE schools implement the following for newcomer students:

1. Formal and informal data collection – In addition to the Initial ELPAC, a formal assessment, students may experience informal assessment such as observations, interviews, work samples so that educators can ascertain their language ability and content knowledge in their home language
2. Warm and welcoming environment – School personnel find a staff member who can speak with the student and parent in their home language in order to explain EL policies, programming and make the student feel comfortable in the new school setting.
3. Heterogeneous Grouping - Because our schools are small, newcomers in general education classrooms with students at varying levels of language acquisition, peers model the use of English in instructional and social settings. Peer buddies may provide translation if appropriate.
4. Extended Instructional Time - All of our schools run longer school years and longer school days. Additionally, after school program can include support for English Language Development for all newcomers.
5. Targeted Resources for Language and Literacy Development - Newcomers receiving supplemental designated ELD and other supports via their Personalized Learning Plan use ELD curriculum such as APEX or Rosetta Stone. This curriculum includes specific programs for newcomers. Teachers providing the support receive the appropriate professional development.

Progress Monitoring

English Learners have the same thorough ongoing assessment as all of our non-English Learners. This is primarily done through our Multi-tiered support system (MTSS) team and our cycles of inquiry. The school-site Rtl team meets on a monthly basis to determine any students who may not be making adequate progress. They analyze data by subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom.

In addition, ACE's Data and Assessment team at the home office developed a student progress monitoring dashboard that allows school sites to continuously monitor the progress of their EL students achievement on SBAC, ELPAC, Star Ren,

¹³ *Research-based Recommendations for Serving Adolescent Newcomers*, Center on Instruction, 2006.

DRA, and other criteria that affect the outcome of students. A screenshot of the Dashboard is provided at <https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrix1.pdf>

Data for scoring college ready by every metric is disaggregated by subgroups including English Learners throughout the year to identify any patterns or needs before the master schedule is created at our secondary schools.

Some secondary school sites have opted into the State Seal of Biliteracy program¹⁴ that honors those students who graduate from high school mastering listening, speaking, reading and writing in English and one other language. If a student meets the State criteria, the state affords the student a special seal to be affixed on the high school diploma. For those students who were ELs, this program celebrates the students' mastery of their home language and acquisition and mastery of English as well, as biliteracy is a competence that will enhance college and career opportunities.

Section 3: Program Monitoring, Evaluation and Professional Development

Monitoring and Evaluation of Program Effectiveness

This section focuses on the ways that ACE will monitor the implementation of processes and procedures, as outlined in this Master Plan. The ultimate outcome of ongoing monitoring is the timely progress of EL students towards reclassification and to ensure that effective instructional programs are implemented, however the goals outlined below also engage community stakeholders, home office support staff and front office staff. Ultimately, timely reclassification reflects our coordinated efforts to bolster academic achievement and language acquisition in our EL scholars.

This section also outlines the system-wide accountability procedures that will ensure ACE EL programs are effective in meeting the needs of our EL population.

EL Program Goals & Measures

ACE Public Schools will monitor the following goals to ensure implementation of EL programs and student progress.

Goal 1. Implement the ACE Public Schools EL Master Plan fully and consistently across all ACE sites.

Goal 2. Establish and conduct ELAC meetings at all ACE sites that require an ELAC, per State law.

¹⁴ <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Goal 3. Establish a DELAC and hold DELAC meetings to gather feedback and input on the EL programs and processes from a variety of stakeholders including parents, students, administrators, teachers and home office staff.

Goal 4. Establish clear processes and associated training for front office staff in ascertaining accurate demographic data on incoming students.

Goal 5. Implement designated and integrated ELD instructional programs, as outlined in this Master Plan, across all ACE sites.

Goal 6. Create and maintain data systems to track academic growth of EL students. Use data systems to monitor academic progress of ELs and reclassified students.

These goals will be revisited annually to evaluate the progress of Master Plan implementation and to assess the effectiveness of instructional programs and supports.

Professional Development and Implementation of English Language Development strategies

Teachers receive ongoing professional development on serving English Learners in many ways.

1. Teachers new to ACE receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.
2. All teachers in their first two years of teaching receive Induction support which offers a module on teaching English Learners.
3. Each school has devoted time for professional development. That time is devoted to strategies for teaching English Learners.
4. New teachers receive ongoing coaching in teaching English Learners.¹⁵

Section 4: Family Engagement

ACE believes that parents and guardians are the most important partners in the educational achievement and outcomes for our students. Our families bring diverse experiences that strengthen each of our school communities; the hopes and dreams of each family drive our commitment to educating our scholars. ACE's standards for purposeful family engagement are:

Strong Family and Community Ties: Families are encouraged and invited to build strong relationships with teachers, school staff and other parent communities. Schools create welcoming environments and help to deepen relationships across diverse groups of students, staff members and families.

¹⁵ <https://tntp.org/publications/view/tntp-core-teaching-rubric-a-tool-for-conducting-classroom-observations>

Meaningful Communication: Families and schools engage in meaningful two-way communication practices that are centered on their student's wellbeing and academic success. Schools provide clear structures and expectations that support mutual communication with families.

Authentic Voice & Leadership: Families work together with schools to authentically help inform policy and decision making. Schools invite families to participate in activities as equal partners to help shape school vision, student culture and strengthen student learning.

Empowered Student Success: Families are acknowledged as their student's first teacher and empowered to support student growth. Schools work with families to inform, encourage and support learning at home and in school, to make college for certain.

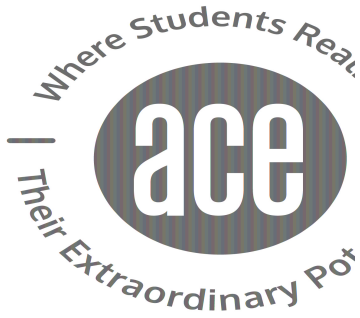
Equity Centered Dialogue: Families help identify, discuss, and address equity issues impacting students, schools, and their surrounding community. Schools provide families with opportunities that help students receive what he/she needs to succeed.

We know that families of ELs seek opportunities to ask questions, learn about instructional programming and be thoughtful decision-makers in their student's lives. We believe that in making our systems know-able, linguistically appropriate and culturally relevant, in effort to familiarize families with structures that may seem unfamiliar. To this ends, several processes enable active participation for families of EI students.

Communication with Parents

Required written parent notifications include the following:

- Initial Identification
- Program Options
- Program Placement
- Progress expectations at each grade level
- Annual ELPAC data
- Reclassification criteria



English Language Development (ELD): An Overview

Tuesday, July 28, 2020

Do Now

Do Now: Answer the following questions with your group:

1. If you were stranded in a place where you didn't speak the language, what do you think is the **most important** thing you would learn to say first? Why?

I think the most important thing to learn to say first is _____ because _____

BONUS: How many languages do you know and what are they? How did you learn them?

DOUBLE BONUS: What is a language you would like to learn? How could you start?



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Agenda

- ❑ Do Now/Objectives
- ❑ See It: ELD Overview & Data
- ❑ Name It: Integrated & Designated ELD at ACE
- ❑ Core Idea
- ❑ Do It: Kahoot!
- ❑ Next Steps
- ❑ Key Takeaways

Session Objectives:

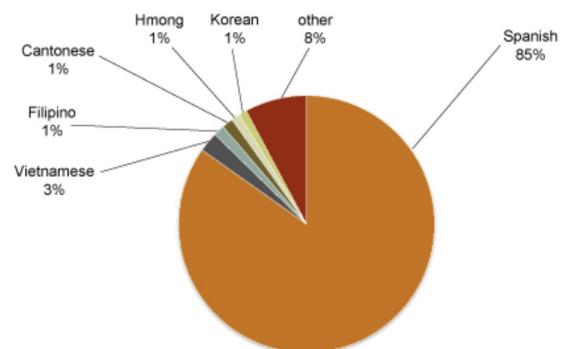
- **TWBAT:** understand the background of ELD including classification and assessment process of English learners (ELPAC)
- **TWBAT:** understand the difference between integrated and designated ELD programs at Ace Empower

See It

Who is considered an English learner?

- [Intro Video](#) : As you watch the video, think about these questions. Feel free to write your response in the chat box.
 1. Who are ELs?
 2. What experiences can you share about working with ELs?
- Completion of a HLS (Home Language Survey) upon first enrollment in a CA school stating a primary language at home that is **NOT** English AND is identified as an EL through the initial ELPAC assessment
- **CALPADS: Language Proficiency Codes**
 - English Learner-EL
 - Reclassified Fluent English Proficient-RFEP
 - Initial Fluent English Proficient-IFEP
 - To Be Determined-TBD (if HLS shows a language other than English)

Figure 1. Most of California's EL Students Speak Spanish at Home



SOURCE: CDE Language Census, 2009–2010.

The Big Picture: Types of English Learners

1. Long-term English language learners*
2. Recent arrivals with limited/interrupted formal schooling (newcomers)
3. Recent arrivals with adequate schooling (newcomers)

*The majority of EL's at ACE

Video: [Who Are Long-Term ELs?](#)

Think-Pair-Share

GETTING
UNSTUCK:



SUPPORTING
LONG-TERM
ELLS

Discussion question:

What do you think are ***some of the gaps*** English learners have that cause them to be considered “long-term English learners” in middle and high school?

Why is ELD important?

Moral Obligation

- Do we believe that all students can and will learn in our district/school?

Professional Obligation

- Provide equitable access to instruction for all students.

Legal Obligation

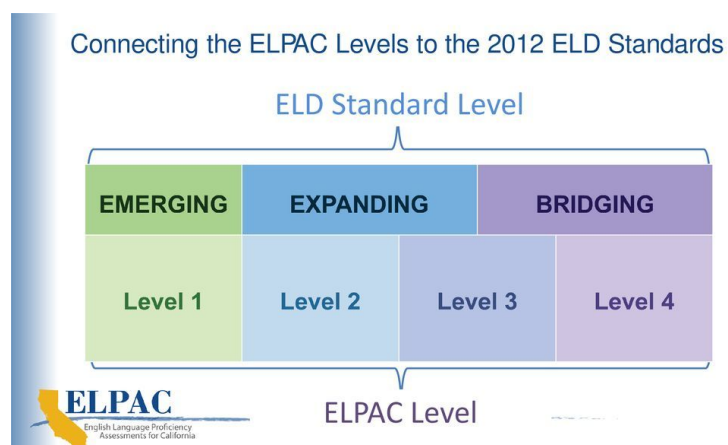
- “There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum...for students who do not understand English are effectively foreclosed from any meaningful education...”

Lau v. Nichols, U.S. Supreme Court, 1974

ELPAC and Reclassification

The purpose of the **ELPAC** is to identify students who are limited in English, which is important so these students can receive the supports they need to do well in school and have access to the full curriculum.

- Assessed in 4 Domains: Reading, Writing, Listening, Speaking
- The goal for our English learners is to be **Reclassified as Fluent** by meeting certain criteria with an Overall Score of Level 4.



<https://www.cde.ca.gov/sp/el/rd/reclass1920.asp>

Chat Discussion: Empower's ELPAC Data

1. Look at the chart provided on English learner progress.
2. In the chat box, type down your labelled response to question 1-2.

Chat Questions:

1. What does this data tell us?
2. What does this mean for our instruction?

English Learner Progress From 2018 to 2019

	Empower	Fischer	Lee Matheson
Overall progress	49%	50%	44%
EL Decreased > one level	22%	15%	21%
EL Maintained < levels 1-3	29%	35%	34%
EL Maintained level 4	2%	1%	7%
EL Gained > one level	47%	49%	37%

<https://docs.google.com/spreadsheets/d/14jsqMho07hCQhX963jdahPWU2tyXvX4o/edit#gid=2064854534>

Name It

Name it:

Highlight success: EL gained a level (47%)

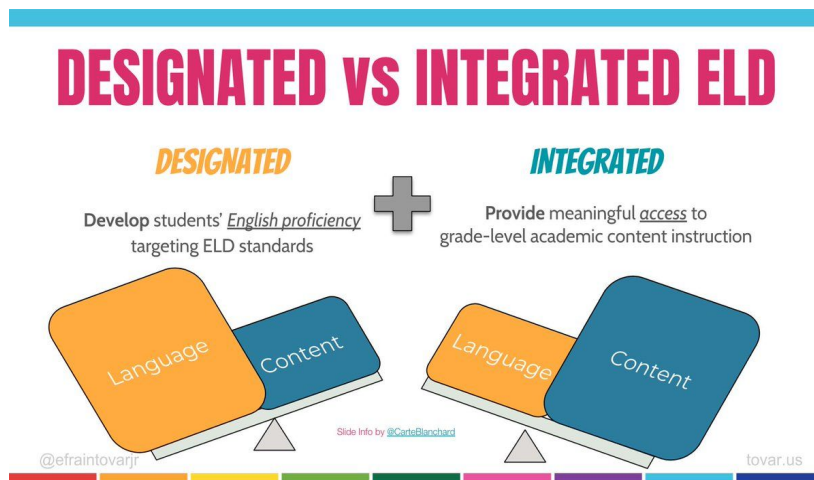
Growth area: EL decreased more than 1 level (22%)

How do we plan to address this?

- Building a stronger integrated and designated ELD program
- Providing PDs on ELD Strategies for Integrated ELD
- Providing feedback through coaching sessions
-

What does the ELD program consist of at ACE?

- Integrated ELD
- Designated ELD



Designated and Integrated ELD at ACE Empower

Integrated:

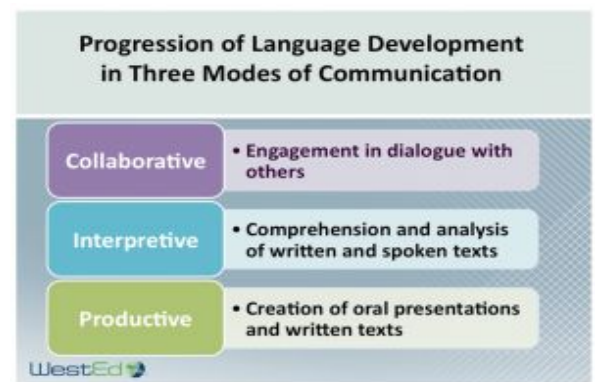
- 2 ELD focus standards per quarter across all Content Areas beginning with the Collaborative stand.
- Activities are implemented in lesson plans by General Ed. /SPED teachers to support ELD focus standards
- Feedback provided by coaches

Designated:

- Daily 60 minute-ELD classes are virtually taught by the ELD lead (Esquivel)
- Curriculum is created by the ELD lead using English 3D as a guide.
- Focus on ***ELD Standards in tandem with integrated standards***

CA ELD Standards

Pg. 85 online (76 on paper)- 5th Grade
Pg. 95 online (86 on paper)- 6th Grade
Pg. 107 online (98 on paper)- 7th Grade
Pg. 118 online (110 on paper)- 8th Grade



CA ELD Standards

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	<ul style="list-style-type: none"> • SL.5.1, 6; L.5.1, 3, 6

5th grade	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
	1. Exchanging information/ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.	1. Exchanging information/ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	1. Exchanging information/ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

7th grade	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
	1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

Breakout Room: Jigsaw Activity

1. In groups, number yourselves 1-4.
2. Review **Slide 17** on how this ELD standard is broken down by English proficiency level.
3. Each person answers the question that corresponds to their number and shares with the group.

1. What ELD standard is being addressed? What category does it fall under?
2. What is 1 difference at the emerging level for 5th and 7th grade?
3. What is 1 difference at the expanding level for 5th and 7th grade?
4. What is 1 difference at the bridging level for 5th and 7th grade?

Core Idea:

With purposeful implementation of a designated and integrated ELD program, we can support our English learners to be successful in all academic achievements.

Do It

Check for Understanding: Kahoot time!

<https://create.kahoot.it/share/d8795529-73df-4459-8381-c1dfc9501645>

1. Click on the link.
2. Join the Kahoot game for a 10-question Kahoot game!



Next Steps

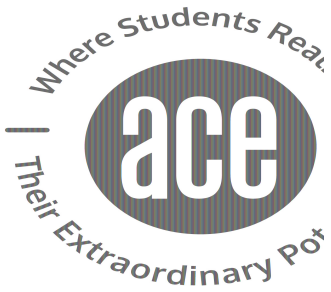
- Review the CA ELD standards document and think about activities that promote language practice using the ELD Standards under the Collaborative Strand for your grade level.
- Coaches will provide feedback on integrated ELD in your lesson plans.

Key Takeaways/Reflection

- A lot of room for improvement (22% EL decreased level)
- Important to teach cross-curriculum (not just ELA) in a consistent way (using sentence stems, etc)
- Support by providing visuals
- Including CFUs across all content classes
- Teaching ELD is about making content equitable

Resources

- **California's English learner students:** <https://www.ppic.org/publication/californias-english-learner-students/>
- **CA ELD Standards:** <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- **Unpacking the ELD Standards by grade/content area:** <https://commoncore.tcoe.org/search/1/Resources/7bd9e5cb-685c-43f5-b354-3b78f70d29a9>
- **Reclassification Criteria of ELs:** <https://www.cde.ca.gov/sp/el/rd/reclass1920.asp>
- **ELPAC Fact Sheet:** <https://www.cusd.com/Downloads/ELPAC-Fact-Sheet-.2.pdf..pdf>



ELD Planning

October 4, 2019

Agenda

- Review Materials needed
- See it: Words to Know Routine
- Name it: Words to know routine
- Do it: Practice
- Individual Planning
- Q & A

English 3D Materials

- ❑ Teaching Guide
- ❑ Student Workbooks-1 per student
- ❑ Planning and Pacing Guide
- ❑ California Standards Alignments
- ❑ 4 L's Poster for class reference
- ❑ Copies of Issue Articles

Email/communicate if you are missing any materials.

Session Objectives:

- **TWBAT:** Familiarize themselves with the layout of the Teaching Guide by identifying key sections.
- **TWBAT:** Plan, Practice, and receive feedback on implementing the “Words to Know” Routine.

Goals for SOAR Class

- ❑ Improve **academic language** used in other classes.
- ❑ Build **reading/writing skills** with interesting topics.
- ❑ Practice **listening/speaking skills** through partner-group discussions using sentence stems.
- ❑ **Prepare students for SBAC/ELPAC** by doing the above.

Teaching Guide

The **purpose** of reviewing the Teaching Guide is to use the resource to its full potential so that we can build their language skills by thoughtfully planning and implementing strategies that provide support for our English learners.

Identify: Where is the overview located?

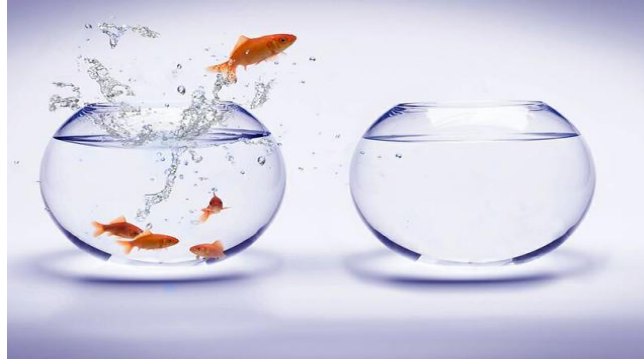
Where are lessons located?

How are they scripted?

Where can you find more information on instructional routines used in lessons?

Fish Bowl: Words to Know Routine

While you participate in this activity, take notice to **strategies** used to present the vocabulary word and define its meaning.



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Name It: Words to Know Routine

What specific actions did the teacher take doing the model lesson (Fishbowl)?

- **Echo reading /oral cloze**
- **Breaking words into syllables**
- **Turn and talks**
- **Rating the word/using sentence stems**
- **Going back to discuss definition**
- **Going back to the unit**

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Core Idea:

With specific and strategically planned language practice, students will gain the skills and confidence to be successful in all of their classes.

ace

Practice

In groups of 3, you will now use your teaching guide to identify a Words to Know activity in an upcoming lesson. How will you present it to your class and practice the routine. Take turns to practice presenting section and provide feedback.

(Reference Pages T73-74 in Instructional Routines section of Teaching Guide)

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Practice Protocol

5 min-Identify an upcoming section with a “words to know section”.Plan out your script.

3 min- practice and get feedback from colleagues.

It was effective when...

It could be more effective if....

Switch and repeat process.

(Reference Pages T73-74 in Instructional Routines section of Teaching Guide)

Key Reflections

Discuss:

What areas do you feel you will be successful?

Where will you need support?

How will you reach out for support?

Next Steps

- Teachers will preview the English 3D lessons using their Teaching Guide and plan accordingly
- Teachers will reach out to colleagues that have been successful in using the Words to Know Routine
- **Teachers will email about any missing materials and/or support in planning**

Q & A

What questions do you have about the curriculum?

Appendix 5



Assessment

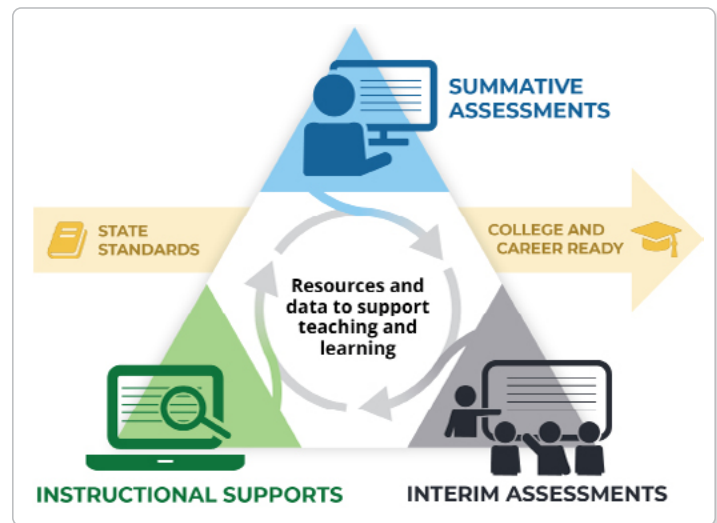
SBAC Interim Assessment Overview

Renaissance Star Reading and Math Assessments

Professional Development - Interim Assessment Norming

Sample Weekly Data Meeting Agenda

The Smarter Balanced Assessment System consists of three components: end-of-year **summative assessments** designed for accountability purposes, **interim assessments** designed to support teaching and learning throughout the year, and a suite of tools and resources in Tools for Teachers that support classroom-based **formative assessment practices**.



This document describes the interim assessments, including their purpose, use, and varieties. For each grade and subject, this document provides a list of all interim assessments available for the 2020-21 school year.

Contents

Types of Interim Assessments	2
Features of Interim Assessments	2
Interim Assessments at a Glance	2
Using Interim Assessments	3
Standardized vs. Non-standardized Administrations	3
Administering Interim Assessments	3
Teacher Hand Scoring	3
Interim Assessment Security	3
New for the 2020–21 School Year	4
New for ELA/Literacy	4
New for Mathematics	4
2020-21 ELA/Literacy Interim Assessments	5
2020-21 Mathematics Interim Assessments	12

Types of Interim Assessments

Smarter Balanced offers different types of interim assessments based on the granularity of the content they assess.

Interim Comprehensive Assessments (ICAs) measure similar content to the summative assessment and may be helpful for determining the knowledge and skills of students who are new to the district or the state. ICAs can also provide information about students' knowledge and skills after a significant period of instruction.

Interim Assessment Blocks (IABs) are assessments teachers can use throughout the school year to assess smaller bundles of content. They are intended to provide educators and students the ability to check where they are at that moment in time, and educators can use results to determine next steps for instruction. Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently with the sequence of their curricula.

Focused IABs assess no more than three assessment targets to provide educators with a more detailed understanding of student learning.

Each IAB and Focused IAB is associated with a Connections Playlist that supports teachers in determining instructional next steps to help students based on their performance on

the assessment. The playlists include links to instructional resources in Tools for Teachers that support the formative assessment process by providing tools, resources, and instructional strategies to use in the classroom.

The ICAs, IABs, and Focused IABs draw from the same bank of items and performance tasks.

Features of Interim Assessments

- Flexible administration options better support local purposes.
- Items include all the accessibility resources available in the summative assessment to help provide accurate results for students.
- Student performance on Interim Comprehensive Assessments is reported on the same scoring scale as the summative assessment.
- They may be used to measure students' knowledge and skills in grade levels other than the students' enrolled grades.
- They include rigorous items that:
 - cover the range of Depth of Knowledge described in the Common Core State Standards (CCSS).
 - allows educators access to view the test questions and their students' responses to the test questions as [part of educators' instructional process](#) to address students' relative strengths and needs for improvement.

INTERIM ASSESSMENTS AT A GLANCE

Interim Comprehensive Assessments



Assess the full range of targets, similar to the summative.

Examples:

- Grade 3 ELA
- Grade 3 Math

Interim Assessment Blocks



Assess 3–8 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, *Reading Literary Texts*
- Grade 3 Math, *Operations and Algebraic Thinking*

Focused Interim Assessment Blocks



Assess 1–3 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, *Text Analysis (Literary)*
- Grade 3 Math: *Multiply and Divide Within 100*

Using Interim Assessments

Interim assessments can serve a variety of educator needs. To better support the range of possible uses consistent with the policies of member education agencies, educators may establish the timeframe, administration policies, and scoring practices for interim assessments. However, interim assessments are not intended to be used for accountability purposes.

Standardized vs. Non-standardized Administrations

Interims can be administered in both [standardized and non-standardized ways](#) in the classroom. In a traditional, standardized administration, educators assign each student an interim assessment to take individually, and educators can use students' results as part of the formative assessment process. Educators can also use interim assessments for non-standardized administrations by displaying items to a class using a service provider's item viewer application for students to answer on paper, in small groups, or as a class discussion. Also in a non-standardized administration, educators can conduct instructional activities, such as eliciting evidence from students using white boards, incorporating peer feedback while administering brief writes or performance tasks, or using an item to set up students working in small groups.

Administering Interim Assessments

Interim assessments are administered online and use the same delivery software as the summative assessments. Members have the flexibility to re-administer interim assessments any number of times. These decisions should be made as part of a larger assessment context that includes the purpose of the interim assessment, how the interim assessment will be scored, and how the data from the interim assessment will be used to improve teaching and learning. Interim assessment reports can be generated from the Smarter Balanced or member-designated reporting systems.

The ICAs, IABs, and Focused IABs contain

a number of overlapping items. Therefore, students who take interim assessments more than once, or who take them in the same grade levels and content areas, may see the same items more than once. As more interim assessment items are available, the ICAs, IABs, and Focused IABs will have fewer overlapping items.

Teacher Hand Scoring

Most items in the interim assessments will be scored via the computer. However, there are some test questions that need to be hand scored. In mathematics, hand scoring is only required for performance tasks. In ELA, some constructed-response items and performance tasks, including the full write, require hand scoring. This is a local/state responsibility. The Smarter Balanced Teacher Hand-scoring System or a service provider hand-scoring system allows educators to score student responses using the same scoring rules as the summative assessment. Smarter Balanced provides hand-scoring training materials including rubrics and sample responses for use by educators who will score student responses. Hand scoring is a valuable professional development activity that provides educators with an understanding of the scoring process and the expectations for student learning. Hand scoring can help inform educators' instruction by better understanding students' strengths and weaknesses.

Interim Assessment Security

The interim assessments are considered student- and teacher-facing only. This designation provides educators the flexibility to access the test questions and their students' responses to the test questions. However, **interim assessments must not be publicly displayed or distributed outside the classroom** to ensure all educators can use the interim assessments as intended unless in a manner consistent with [distance teaching](#). Only authorized local educational agency staff and students should have access to the interim assessments. Finally, interim assessment items must **not** be copied into third party systems without the permission of Smarter Balanced.

	Interim Comprehensive Assessments (ICAs)	Interim Assessment Blocks (IABs)	Focused IABs
What they measure	ICAs measure a similar range of content as the summative assessments and assess similar claims, targets, and standards.	IABs assess 3–8 targets.	Focused IABs assess 1–3 targets.
Test format	ICAs are fixed-form tests.	IABs are fixed-form tests.	Focused IABs are fixed-form tests.
Kinds of test items	ICAs include the same item types and formats, including performance tasks, as the summative assessments.	IABs include the same item types and formats, including performance tasks, as the summative assessments.	Focused IABs include the same item types and formats as the summative assessments.
Reporting results	ICAs yield overall scale scores (on the same vertical scale), overall performance level designations, and claim-level information as the summative assessments. Claim-level information results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard.”	Results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard.”	Results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard.”
Resources for next steps	Educators can search Tools for Teachers for relevant resources by filtering for a given grade level, subject, and claim.	Each IAB is associated with a Connections Playlist that supports teachers by describing actions they may take to help their students based on their performance on the assessment. Playlists include links to instructional resources in Tools for Teachers that support the formative assessment process by providing tools, resources, and instructional strategies.	Each Focused IAB is associated with a Connections Playlist that supports teachers by describing actions they may take to help their students based on their performance on the assessment. Playlists include links to instructional resources in Tools for Teachers that support the formative assessment process by providing tools, resources, and instructional strategies.

New: Tools for Teachers

[Tools for Teachers](#) is a new website for instructional resources and professional development. Created by educators, the website features lessons and activities to support instruction. It is designed to save educators time in lesson planning, to boost student learning, and to help educators find the strategies that work for students with diverse needs.

Features include:

- interactive Connections Playlists educators can use with interim assessments,
- high-quality resources aligned to learning standards,
- formative assessment strategies embedded in every resource, and
- accessibility instructional strategies.



2020–21 ELA/LITERACY INTERIM ASSESSMENTS

ELA: Grade 3



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 3 ELA ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts ¹	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts ¹	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes ¹	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task ¹	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused

Assessment Name	Targets Assessed
Language and Vocabulary Use (Writing)	Claim 2, Target 8: Language & Vocabulary Use
Editing	Claim 2, Target 9: Editing
Research: Interpret and Integrate Information	Claim 4, Target 2: Interpret & Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Analyze Information	Claim 4, Target 3: Analyze Information/Sources
Write and Revise Narratives ¹	Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts

¹ Includes at least one item that is hand-scored

ELA: Grade 4



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 4 ELA ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts ¹	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts ¹	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes ¹	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task ¹	Claim 2, Target 7; and Claim 4: 2, 3, or 4



Focused

Assessment Name	Targets Assessed
Language and Vocabulary Use (Writing)	Claim 2, Target 8: Language & Vocabulary Use
Editing	Claim 2, Target 9: Editing
Research: Interpret and Integrate Information	Claim 4, Target 2: Interpret & Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Analyze Information	Claim 4, Target 3: Analyze Information/Sources
Write and Revise Narratives ¹	Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts

¹ Includes at least one item that is hand-scored

ELA: Grade 5



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 5 ELA ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts ¹	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts ¹	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes ¹	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task ¹	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused

Assessment Name	Targets Assessed
Language and Vocabulary Use (Writing)	Claim 2, Target 8: Language & Vocabulary Use
Editing	Claim 2, Target 9: Editing
Research: Interpret and Integrate Information	Claim 4, Target 2: Interpret & Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Analyze Information	Claim 4, Target 3: Analyze Information/Sources
Write and Revise Narratives ¹	Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts

¹ Includes at least one item that is hand-scored

ELA: Grade 6



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 6 ELA ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts ¹	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts ¹	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes ¹	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task ¹	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused

Assessment Name	Targets Assessed
Language and Vocabulary Use (Writing)	Claim 2, Target 8: Language & Vocabulary Use
Editing	Claim 2, Target 9: Editing
Research: Analyze and Integrate Information	Claim 4, Target 2: Analyze and Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Evaluate Information and Sources	Claim 4, Target 3: Evaluate Information and Sources
Write and Revise Narratives ¹	Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts

¹ Includes at least one item that is hand-scored

ELA: Grade 7



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 7 ELA ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts ¹	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes ¹	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task ¹	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused

Assessment Name	Targets Assessed
Language and Vocabulary Use (Writing)	Claim 2, Target 8: Language & Vocabulary Use
Editing	Claim 2, Target 9: Editing
Research: Analyze and Integrate Information	Claim 4, Target 2: Analyze and Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Evaluate Information and Sources	Claim 4, Target 3: Evaluate Information and Sources
Write and Revise Narratives ¹	Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts

¹ Includes at least one item that is hand-scored

ELA: Grade 8



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 8 ELA ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts ¹	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts ¹	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes ¹	Claim 2, Targets 1a, 3a, 6a
Research	Claim 4, Targets 2, 3, 4
Edit/Revise*	Claim 2, Targets 1b, 3b, 6b, 8, 9
Performance Task ¹	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4

*The Edit/Revise IAB for Grade 8 will be separated and the Language and Vocabulary Use IAB will be available as soon as possible when items are available in the item bank.



Focused

Assessment Name	Targets Assessed
Research: Analyze and Integrate Information	Claim 4, Target 2: Analyze and Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Evaluate Information and Sources	Claim 4, Target 3: Evaluate Information and Sources
Write and Revise Narratives ¹	Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts

¹ Includes at least one item that is hand-scored

ELA: High School



Interim Comprehensive Assessments (ICAs)

Assessment Name	Targets Assessed
Grade 9 ELA ICA ¹	Full range of targets
Grade 10 ELA ICA ¹	Full range of targets
Grade 11 ELA ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts ¹	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts ¹	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes ¹	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task ¹	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused

Assessment Name	Targets Assessed
Language and Vocabulary Use (Writing)	Claim 2, Target 8: Language & Vocabulary Use
Editing	Claim 2, Target 9: Editing
Research: Analyze and Integrate Information	Claim 4, Target 2: Analyze and Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Evaluate Information and Sources	Claim 4, Target 3: Evaluate Information and Sources
Write and Revise Narratives ¹	Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts

¹ Includes at least one item that is hand-scored

2020–21 MATHEMATICS INTERIM

Math: Grade 3



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 3 Math ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Operations and Algebraic Thinking	Claim 1, Targets A, B, C, D
Measurement and Data	Claim 1, Targets G, H, I, J
Performance Task ¹	A range of Targets in Claims 2, 3, and 4



Focused

Assessment Name	Targets Assessed
Multiplication and Division: Interpret, Represent, and Solve	Claim 1, Target A: Represent and solve problems involving multiplication and division
Properties of Multiplication and Division	Claim 1, Target B: Understand properties of multiplication and the relationship between multiplication and division
Multiply and Divide within 100	Claim 1, Target C: Multiply and divide within 100
Number and Operations in Base Ten	Claim 1, Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic
Number and Operations—Fractions	Claim 1, Target F: Develop understanding of fractions as numbers
Geometry	Claim 1, Target K: Reason with shapes and their attributes

¹ Includes at least one item that is hand-scored

Math: Grade 4



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 4 Math ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Operations and Algebraic Thinking	Claim 1, Targets A, B, C
Number and Operations—Fractions	Claim 1, Targets F, G, H
Measurement and Data	Claim 1, Targets I, J, K
Number and Operations in Base Ten	Claim 1, Targets D, E
Performance Task ¹	A range of Targets in Claims 2, 3, and 4



Focused

Assessment Name	Targets Assessed
Four Operations: Interpret, Represent, and Solve	Claim 1, Target A: Use the four operations with whole numbers to solve
Fraction Equivalence and Ordering	Claim 1, Target F: Extend understanding of fraction equivalence and ordering
Fractions and Decimal Notation	Claim 1, Target H: Understand decimal notation for fractions, and compare decimal fractions
Geometry	Claim 1, Target L: Draw and identify lines and angles, and classify shapes by properties of their lines and angles

¹ Includes at least one item that is hand-scored

Math: Grade 5



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 5 Math ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Operations and Algebraic Thinking	Claim 1, Targets A, B
Number and Operations—Fractions	Claim 1, Targets E, F
Measurement and Data	Claim 1, Targets G, H, I
Number and Operations in Base Ten	Claim 1, Targets C, D
Performance Task ¹	A range of Targets in Claims 2, 3, and 4



Focused

Assessment Name	Targets Assessed
Numerical Expressions	Claim 1, Target A: Write and interpret numerical expressions
Operations with Whole Numbers and Decimals	Claim 1, Target D: Perform operations with multi-digit whole numbers and with decimals to hundredths
Add and Subtract with Equivalent Fractions	Claim 1, Target E: Use equivalent fractions as a strategy to add and subtract fractions
Geometry	Claim 1, Target J: Graph points on the coordinate plane to solve real-world and mathematical problems Claim 1, Target K: Classify two-dimensional figures into categories based on their properties

¹ Includes at least one item that is hand-scored

Math: Grade 6



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 6 Math ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
The Number System	Claim 1, Targets B, C, D
Expressions and Equations	Claim 1, Targets E, F, G
Performance Task ¹	A range of Targets in Claims 2, 3, and 4



Focused

Assessment Name	Targets Assessed
Ratios and Proportional Relationships	Claim 1, Target A: Understand ratio concepts and use ratio reasoning to solve problems
Divide Fractions by Fractions	Claim 1, Target B: Apply and extend previous understandings of multiplication and division to divide fractions by fractions
One-Variable Expressions and Equations	Claim 1, Target F: Reason about and solve one-variable equations and inequalities
Dependent and Independent Variables	Claim 1, Target G: Represent and analyze quantitative relationships between dependent and independent variables
Geometry	Claim 1, Target H: Solve real-world and mathematical problems involving area, surface area, and volume
Statistics and Probability	Claim 1, Target I: Develop an understanding of statistics variability Claim 1, Target J: Summarize and describe distributions

¹ Includes at least one item that is hand-scored

Math: Grade 7



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 7 Math ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Expressions and Equations	Claim 1, Targets C, D
Geometry	Claim 1, Targets E, F
Performance Task ¹	A range of Targets in Claims 2, 3, and 4



Focused

Assessment Name	Targets Assessed
Ratios and Proportional Relationships	Claim 1, Target A: Analyze proportional relationships and use them to solve real-world and mathematical problems
The Number System	Claim 1, Target B: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers
Equivalent Expressions	Claim 1, Target C: Use properties of operations to generate equivalent expressions
Algebraic Expressions and Equations	Claim 1, Target D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations
Geometric Figures	Claim 1, Target E: Draw, construct, and describe geometrical figures and describe the relationships behind them
Statistics and Probability	Claim 1, Target G: Use random sampling to draw inferences about a population Claim 1, Target H: Draw informal comparative inferences about two populations Claim 1, Target I: Investigate chance processes and develop, use, and evaluate probability models

¹ Includes at least one item that is hand-scored

Math: Grade 8



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 8 Math ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Expressions & Equations I	Claim 1, Targets B, C, D
Geometry	Claim 1, Targets G, H, I
Performance Task ¹	A range of Targets in Claims 2, 3, and 4



Focused

Assessment Name	Targets Assessed
The Number System	Claim 1, Target A: Know that there are numbers that are not rational, and approximate them by rational numbers
Proportional Relationships, Lines, and Linear Equations	Claim 1, Target C: Understand the connections between proportional relationships, lines, and linear equations
Analyze and Solve Linear Equations	Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations
Expressions & Equations II	Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations Claim 1, Target J: Investigate patterns of association in bivariate data
Functions	Claim 1, Target E: Define, evaluate, and compare functions Claim 1, Target F: Use functions to model relationships between quantities
Congruence and Similarity	Claim 1, Target G: Understand congruence and similarity using physical models, transparencies, or geometry software

¹ Includes at least one item that is hand-scored

Math: High School



Interim Comprehensive Assessments (ICAs)

Assessment Name	Targets Assessed
Grade 9 Math ICA ¹	Full range of targets
Grade 10 Math ICA ¹	Full range of targets
Grade 11 Math ICA ¹	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Algebra and Functions I—Linear Functions, Equations, and Inequalities	Claim 1, Targets G, I, J, L, M, N
Algebra and Functions II—Quadratic Functions, Equations, and Inequalities	Claim 1, Targets G, H, I, J, L, M, N
Geometry Congruence	A range of Targets in Claim 3
Geometry Measurement and Modeling	A range of Targets in Claims 2 and 4
Performance Task ¹	A range of Targets in Claims 2, 3, and 4



Focused

Assessment Name	Targets Assessed
Number and Quantity	Claim 1, Target A: Extend the properties of exponents to rational exponents Claim 1, Target B: Use properties of rational and irrational numbers Claim 1, Target C: Reason quantitatively and use units to solve problems
Seeing Structure in Expressions/ Polynomial Expressions	Claim 1, Target D: Interpret the structure of expressions Claim 1, Target E: Write expressions in equivalent forms to solve problems Claim 1, Target F: Perform arithmetic operations on polynomials
Equations and Reasoning	Claim 1, Target H: Understand solving equations as a process of reasoning and explain the reasoning
Solve Equations and Inequalities: Linear and Exponential	Claim 1, Target I: Solve equations and inequalities in one variable
Solve Equations and Inequalities: Quadratic	Claim 1, Target I: Solve equations and inequalities in one variable
Interpreting Functions	Claim 1, Target K: Understand the concept of a function and use function notation Claim 1, Target L: Interpret functions that arise in applications in terms of the context
Geometry and Right Triangle Trigonometry	Claim 1, Target O: Define trigonometric ratios and solve problems involving right triangles
Statistics and Probability	Claim 1, Target P: Summarize, represent, and interpret data on a single count or measurement variable

¹ Includes at least one item that is hand-scored

RENAISSANCE **Star Reading®**

K–12 assessments for reading mastery

Chart a path to reading success for every student

Children arrive at school with different backgrounds, different needs, and different learning styles—but they all need to become strong readers. Discover what your students already know, teach them what they need to learn, and guide them on the optimal path to reading mastery with valid, reliable data and access to thousands of instructional resources from Renaissance Star Reading®.

In less than 20 minutes, Star Reading assesses a broad range of reading skills and then identifies where each student is on a learning progression aligned to your state's grade-level standards. You'll have the powerful data and deep insights you need to help all students develop the skills they need to achieve their dreams, plus more time to use that information to do what you do best—teach!

Use data to inform more effective instruction

By providing a clear picture of each student's reading abilities and suggesting resources matched to specific needs, Star Reading helps you to better guide instruction and encourage students to:

- Read widely and deeply
- Discern meaning from texts
- Make connections with literary and informational texts
- Think critically

Use Star Reading to foster positive relationships and empower students to make decisions about their own learning. Together, you can discuss assessment results, set attainable goals, develop a growth plan, measure progress, and celebrate accomplishments. Help all students develop the skills needed for future success so they can reach their full potential!

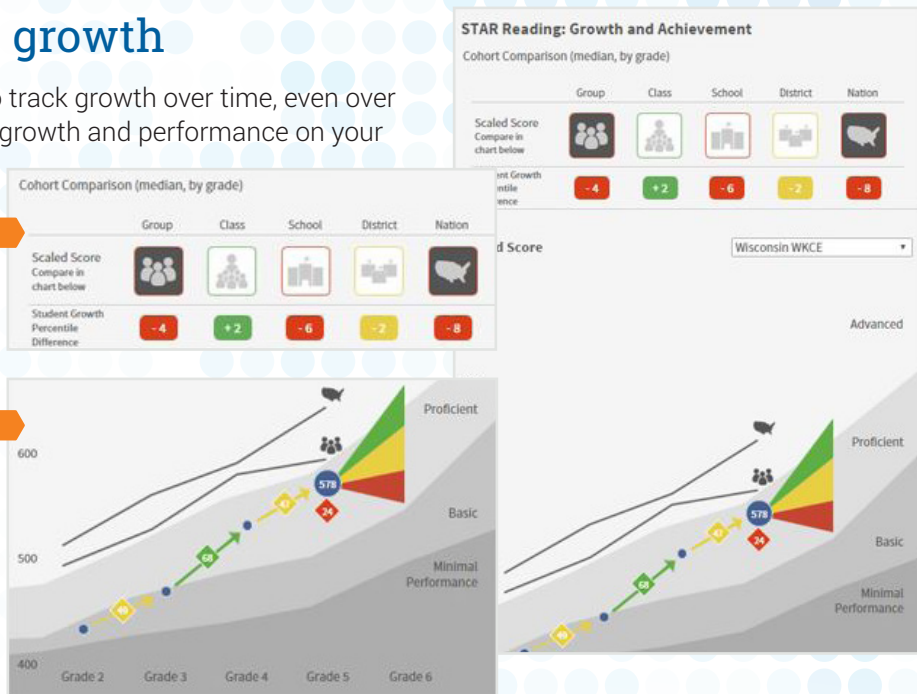


Past, current, and future growth

Renaissance Star Reading empowers you to track growth over time, even over multiple years, plus estimate future student growth and performance on your state's summative assessments.

Monitor students' overall performance against your school, district, or state benchmarks all on one easy-to-read dashboard.

Use Student Growth Percentiles to see how your students' growth compares to that of their peers.



Skills assessed:

Foundational Skills

- Phonics and Word Recognition
- Inflectional Endings/Affixes
- Fluency
- Purpose of Reading/Reading with Comprehension

Reading: Literature

- Key Ideas and Details
- Character
- Setting
- Plot
- Theme
- Summary
- Inference and Evidence
- Craft and Structure
- Point of View
- Structure of Literary Text
- Word Meaning
- Connotation
- Author's Word Choice and Figurative Language
- Integration of Knowledge and Ideas
- Modes of Representation
- Analysis and Comparison
- Range of Reading and Level of Text Complexity

Reading: Informational Text

- Key Ideas and Details
- Prediction
- Main Idea and Details
- Inference and Evidence
- Sequence
- Compare and Contrast
- Cause and Effect
- Connections and Relationships
- Summary
- Craft and Structure
- Text Features
- Author's Purpose and Perspective
- Word Meaning
- Organization
- Author's Word Choice and Figurative Language
- Connotation
- Integration of Knowledge and Ideas
- Modes of Representation
- Argumentation
- Analysis and Comparison
- Range of Reading and Level of Text Complexity

Language

- Vocabulary Acquisition and Use
- Word Relationships
- Structural Analysis
- Context Clues
- Real-Life Word Connections and Applications
- Vocabulary in Context
- Antonyms
- Multiple-Meaning Words
- Synonyms
- Word Reference Materials
- Figures of Speech

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RENAISSANCE **Star Math®**

K-12 assessments for math mastery

Unlock every student's inner mathematician

Math is more than numbers; it helps students build the critical-thinking skills they need to solve complex problems and understand their world in a deeper, more meaningful way. Yet some students see it more as a frustration than an essential skill. Get the valid, reliable data you need to provide the right level of challenge to motivate math growth with Renaissance Star Math®.

In less than 20 minutes, Star Math identifies which math concepts students already know and which ones they're ready to learn next. Learning progressions aligned to your state standards help you chart an optimal path to grade-level math mastery for each student. You'll have more time and more data-driven insights for what you do best—teach!

Maximize mastery and growth with personalized learning

Star Math helps you connect each student with the right math concepts, at the right level of challenge, and at the right time.

- Get a clear picture of each student's math abilities
- Access thousands of instructional resources
- Track mastery and growth via robust reports and dashboards

Plus, Star Math helps you connect better with each student: together, you can discuss assessment results, set attainable goals, develop a growth plan, measure progress, and celebrate accomplishments. Empower students to take charge of their math journey for motivating, personalized learning!



Essential insights into growth

Renaissance Star Math empowers you to track growth over time, even over multiple years, plus estimate future student growth and performance on your state's summative assessments.

Skills assessed include:

Grades K–8

Counting and Cardinality

- **Counting, Comparing, and Ordering**

Operations and Algebraic Thinking

- **Addition and Subtraction**
- **Multiplication and Division**

Geometry

- **Two- and Three-Dimensional Shapes and Attributes**
- **Congruence and Similarity**
- **Coordinate Geometry**
- **Perimeter, Circumference, and Area**
- **Surface Area and Volume**
- **Angles, Segments, and Lines**
- **Transformations**
- **Right Triangles and Trigonometry**

Functions

- **Relations and Functions**

Expressions and Equations

- **Numerical Expressions**
- **Variable Expressions**
- **Powers, Roots, and Radicals**
- **Linear, Quadratic, and Nonlinear Equations and Inequalities**

Ratios and Proportional Relationships

- **Percents, Ratios, and Proportions**

The Number System

- **Fractions**
- **Decimals**
- **Integers**

Measurement and Data

- **Measurement**
- **Time**
- **Money**
- **Data Representation and Analysis**

Statistics and Probability

- **Combinatorics and Probabilities**

Grades 9–12

Interpreting Functions

- **Relations and Functions**

Interpreting Categorical and Quantitative Data

- **Data Representations and Analysis**

The Real Number System

- **Powers, Roots, and Radicals**
- **Fraction Concepts and Operations**

Similarity, Right Triangles, and Trigonometry

- **Congruence and Similarity**
- **Right Triangles and Trigonometry**

Congruence

- **Angles, Segments, and Lines**
- **Polygons and Circles**
- **Congruence and Similarity**
- **Geometry: Two-Dimensional Shapes and Attributes**

Conditional Probability and the Rules of Probability

- **Combinatorics and Probability**

Arithmetic with Polynomials and Rational Expressions

- **Algebra of Polynomials**

The Complex Number System

- **Complex Numbers**

Geometric Measure and Dimension

- **Perimeter, Circumference, and Area**
- **Surface Area and Volume**
- **Three-Dimensional Shapes and Attributes**

Reasoning with Equations and Inequalities

- **Linear, Quadratic, and Nonlinear Equations and Inequalities**
- **Systems of Equations and Inequalities**

For a complete list of skills assessed, please visit www.renaissance.com/products/assessment/star-360/star-math-skills

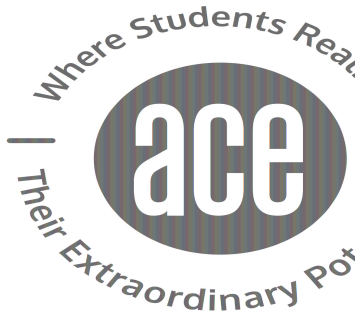
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Interim Norming

Date: 10/7/19

Agenda

- Norms
- See It:
- Name It:
- Core Idea
- Do It:
- Key Takeaways
- Survey

Session Objectives:

- **TWBAT** : locate scoring guides on the caaspp website
- **TWBAT** : use exemplars to practice norming constructed response items efficiently.

Assessments

ELA

5th Grade 5 ELA - Read Literary Texts (IAB)

6th Grade 6 ELA - Read Literary Texts (IAB)

7th Grade 7 ELA - Read Literary Texts (IAB)

8th Grade 8 ELA - Read Literary Texts (IAB)

MATH

Grade 5 MATH - Number and Operations - Fractions (IAB)

Grade 6 MATH - The Number System (IAB)

Grade 7 MATH - The Number System (FIAB)

Grade 8 MATH - Expressions and Equations I (IAB)

Science Benchmark 5th and 8th Grades only



See It

**How to Locate
Scoring Guides**

Interim Resources

The screenshot shows the CAASPP Portal homepage. At the top, there is a search bar and a "Contact Us" link. Below the navigation menu, a banner image shows students in a classroom. The main content area features several green buttons for various services: Test Operations Management System (TOMS), Test Administrator Interface for All Online Tests, Practice & Training Tests, Smarter Balanced Digital Library, Secure Browsers, Completion Status/Roster Management, Student Score Report Options, and Smarter Balanced Interim Assessments. A "Latest News and Tips for the CAASPP Administration" section is visible, with a sub-heading "1. New Video: 'Science: It's Elementary!'" and a brief description of science finalists. A "Help for LEA CAASPP Coordinators" box is also present, providing contact information for LEA coordinators.

- ❑ Log Into CAASPP
- ❑ Select "Smarter Balanced Interim Assessments"

Interim Assessment Viewing Systems

The screenshot shows the "Interim Assessment Administration Resources" page. The page title is "Interim Assessment Administration Resources" and it states "These resources support the Smarter Balanced Interim Assessments". The page is organized into a grid of green buttons, each with a title and a description of the resource. The resources include: Interim Assessment Viewing System, Test Operations Management System (TOMS), Test Administrator Interface for All Online Tests, Completion Status/Roster Management, Hand Scoring Training Guides and Exemplars, Interim Assessment Hand Scoring System, Interim Assessment Reporting System, and Reporting System Sandbox. An "Additional Resources" box on the right side of the page lists links to the California Department of Education, the ELPAC website, and the Student Accessibility Resources and Test Settings web page.

- ❑ Access Test
- ❑ Select Your Take
- ❑ Take the Practice Test

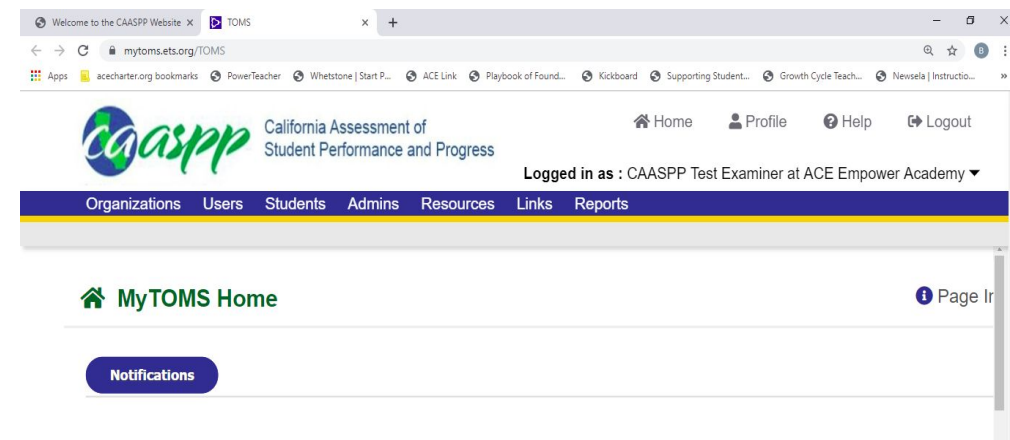
Hand Scoring Training Guides and Exemplars



Access Scoring Information

Hand Scoring Training Guides and Exemplars

Select Resources



Organizations Users Students Admins **Resources** Links Reports

Secure Materials

 **Secure Materials**

 > Resources > Secure Materials

Please select from the list of Available Materials

Available Materials

CAA for Science DFAs
Interim Assessment Secure Materials - Workshop
Interim Assessment Secure Materials - Hand Scoring Training Guides
Interim Assessment Secure Materials - Answer Keys
Voice Pack Resources

After users log in to TOMS, select the [Resources] button.

Secure Materials

Organizations Users Students Admins **Resources** Links Reports

Secure Materials

 **Secure Materials**

 > Resources > Secure Materials

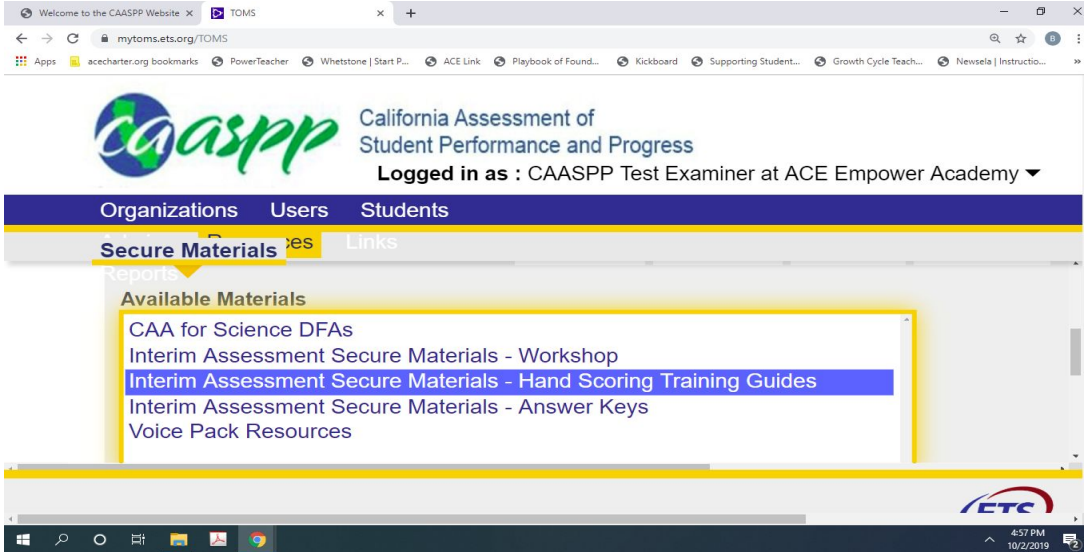
Please select from the list of Available Materials

Available Materials

CAA for Science DFAs
Interim Assessment Secure Materials - Workshop
Interim Assessment Secure Materials - Hand Scoring Training Guides
Interim Assessment Secure Materials - Answer Keys
Voice Pack Resources

Select the [Interim Assessment Secure Materials-Hand Scoring Training Guides] button.

Hand Scoring Training Guides and Exemplars



- ❑ Hand Scoring Training Guides for the hand scoring portions
- ❑ Interim Assessment Secure Materials Answer Key for the multiple choice

Interim Assessment Hand Scoring Training Guides and Exemplars

Select desired grade level below for viewing training materials.

ELA:	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Math:	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School

[Select the content area and grade.](#)

ELA—Grade 8

Interim Comprehensive Assessments (ICAs)

ELA Interim Test

58153: Teaching Cursive—Writing Short Answer
[Training Guide](#) | [Exemplars](#)

62834: Put on a Happy Face—Reading Short Answer
[Training Guide](#) | [Exemplars](#)

ELA Explanatory Interim Performance Task—Compare Ancient Societies

61865: Compare Ancient Societies—Research Short Answer
[Training Guide](#) | [Exemplars](#)

61867: Cliff Dwellings—Full Write
[Training Guide](#) | [Exemplars](#)

Interim Assessment Blocks (IABs)

Read Literary Texts

44991: The Deserted Road—Reading Short Answer
[Training Guide](#) | [Exemplars](#)

The Training Guide file contains:

- Stimuli—passages, short scenarios, or source material
- Item Stem—questions to which students are responding, also called “prompts”
- Target Specific Scoring Rubric—standardized set of criteria used to score student responses
- Condition Codes Table—explains how to score unusual responses
- Metadata Table—claims and targets assessed by the item
- Grade-Level Conventions Chart—explains which conventions students are expected to know (ELA full write only)

The Exemplars file contains:

- Prep Sets—prescored sample student responses to a constructed-response item; includes an annotation to explain reasoning for the assigned score
- Check Sets—sample student responses with a separate answer key; to be used as part of hand scoring training to check for consistency and calibration among scorers
- Key—answers to items in the Check Sets

Using the Rubric to Norm

Rubric

Score	Description
2	The response: <ul style="list-style-type: none">gives sufficient evidence of the ability to determine the theme/central idea, OR to summarize what happens during or after a key eventincludes specific examples/details that make clear reference to the textadequately explains the theme/central idea, OR summarizes with relevant information based on the text
1	The response: <ul style="list-style-type: none">gives limited evidence of the ability to determine the theme/central idea, OR to summarize what happens during or after a key eventincludes vague/limited examples/details that make reference to the textprovides a limited explanation of the theme/central idea, OR summarizes with vague/limited information based on the text
0	The response: <ul style="list-style-type: none">gives no evidence of the ability to determine the theme/central idea, OR to summarize what happens during or after a key event OR <ul style="list-style-type: none">gives the theme/central idea, OR summarizes, but includes no examples/details that make reference to the text OR <ul style="list-style-type: none">gives the theme/central idea or summary, but includes no explanation, OR no relevant information from the text

What are the specific words or phrases that indicate a response is Score of 2?

What are the specific words or phrases that indicate a response is Score of 1?

What are the specific words or phrases that indicate a response is Score of 0?

Review the Text

ELA/Literacy Training Guide
Grade 5

Item 54452
Claim 1 • Target 2 • Central Ideas

Stimulus

Item: 54452

Nasbah's Rescue
by Catherine Grace Jones

Nasbah raced ahead and peered over the rim of the canyon. The cool water of the wash¹ sparkled in the midday sun. The green grass danced in the gentle breeze, and Nasbah could see her grandparents' hogan² and the sheep corral near the wash.

Nasbah smiled. Every year, when it was time for Grandfather to move the sheep down from their winter grazing site on the mesa, he always waited until a Saturday so that his grandchildren could help. This year, Nasbah was old enough to help, too. This year, she could work beside her older brothers.

As the flock approached, the sheep bells rang. Grandfather's three sheepdogs ran beside the sheep, turning back stragglers.

Nasbah ran past Grandfather and her brothers to the back of the flock. She'd told her mother she wanted to make sure the lambs made it down the steep trail to the bottom of the canyon.

"Just make sure my lamb makes it safely," her mother had said, tousling Nasbah's hair lovingly.

As the sheep slowly picked their way down the trail, Nasbah heard Grandfather singing in Navajo. She loved to hear him sing the old songs, especially the ones about nature. Sometimes when she was at school in Chinle, she was afraid she'd forget the beauty of this canyon and the wash below.

Ahead, Nasbah heard frantic bleating as one of the sheep lost its footing on the rocks and fell. All the sheep made a terrible noise for a few moments until they recovered from their surprise. Nasbah scurried down to free one lamb's front hoof from a crack in the rocky trail.

- ☐ Review the 5th Grade text.
- ☐ Read with the rubric and question in mind.

Create your own exemplar

What is the theme of the text? Use details from the text to support your answer.

Consider the following when creating your exemplar response:

- What is the question asking you to do?
- Use the rubric to create your exemplar response.

Exemplar Response

The theme is responsibility, because she wasn't old enough to work with her brothers, but now she is old enough to work with her brothers and her grandfather. So, she is responsible when she tells her grandmother that she going to make sure that the sheep made it down safe but, she only counts ten sheep. She recounts the sheep and she still gets ten sheep. Then, she quickly goes down the trail and hear's a sheep sound. Finally, she see's the sheep and wrap the sheep with her jacket and carry's the sheep up the trail and see's her brothers, parents, and grandparents.

Using the rubric, how would you rate this response and why? Why key words or phrases from the rubric helped you to determine the score?

Name It



Name It

What steps did we take to score the exemplar response? How will you replicate this process with your partner?

- Analyzed Rubric
- Read the Text
 - Analyze
 - Identified the theme and evidence
- Created and Exemplar
- Sparred

Core Idea: Norming will help us obtain realistic data to plan effectively and ensure we meet the needs of each student.



Do It

Plan

- ❑ Review the Rubric (Pick out specific words/terms)
- ❑ Read the Text with the rubric in mind
- ❑ Review the question specific to your grade level.
- ❑ Using the rubric, identify whether the examples are a 2, 1, 0, or NS.

Protocol: Practice

Partner A: Feedback (2 min)

- Share your scores with your partner. Explain your reasoning

Share your feedback with your partner: **(1 min each)**

Feedback sounds like:

- “It was effective when...”
- “It would be more effective if...”

Revise (1 mins)

Check Exemplar

Interim Assessment Blocks (IABs)

Compare your scores to the exemplar

Read Literary Texts

44991: The Deserted Road—Reading Short Answer

[Training Guide](#) | [Exemplars](#)

Read Informational Texts

49932: Marks the Spot!—Reading Short Answer

[Training Guide](#) | [Exemplars](#)

49925:

[Training](#)



Check Exemplar

Review the score
Read the response
Review the comments

Grade	8	Stimulus Title	The Deserted Road
Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.			
Target 2: CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.			
Standards: RL-1, RL-2			
Item ID	44991/273148		
Score	2	Stimulus Type	Literary

Item Stem:

What is a theme of the text? Use details from the text to support your answer.

Student Response:

The theme of the text is to not always trust pets. In the text it states "He had no worries about leaving the animals alone outside, as they had never attempted to stray." This would mean that he trusted the dogs and that they were well behaved enough to be left outside. In the text it also states "Slowly the Labrador walked down the driveway and stood at the curve, looking back as though inviting the others to come." This means that even though the dogs were well trained they were still capable of escape. Therefore, pets should not always be trusted. Even though they may be perfectly trained does not mean they can always be trusted.

Comments:

This response gives sufficient evidence of the ability to determine the theme (...to not always trust pets). It includes specific details that make clear reference to the text beginning with ("He had no worries about leaving the animals alone outside, as they had never attempted to stray") and ending with ("Slowly the Labrador walked down the driveway and stood at the curve, looking back as though inviting the others to come"). The response provides an adequate explanation (Even though they may be perfectly trained does not mean they can always be trusted).



Next Steps

-
-
-
-
-

Key Takeaways/Reflection

-
-
-
-
-

Interim Schedule

Monday Coverage Schedule					Tuesday - Thursday Coverage Schedule					
Period	Period 1	Period 2	BREAK	Period 3	Period	Period 1	Period 2	BREAK	Period 3	Period 4
Testing 128 min	42 min	42 min	10min	42 min	Testing 172 min	42 min	42 min	10min	42 min	42 min
Schedule	9:00 - 9:42	9:44 - 10:26	10:26 - 10:36	10:38 - 11:20	Schedule	8:00 - 8:42	8:44 - 9:26	9:26 - 9:36	9:38 - 10:20	10:22 - 11:04
Stephanie (Sub: Ms.)				10:55-11:15 Danny	Stephanie				10:05 - 10:25 Danny	
Susana		9:55 - 10:15 Ibarra			Susana		8:55 - 9:15 Ibarra			
Stacey				10:55-11:15 Ibarra	Stacey				10:05 - 10:25 Ibarra	
Reissa		9:55 - 10:15 Danny			Reissa		8:55 - 9:15 Danny			
Flor	9:30 - 9:50 Danny				Flor	8:30 - 8:50 Danny				
Jordan	9:30 - 9:50 Manuel or Leti				Jordan	8:30 - 8:50 Lisamarie				
Williams		9:55 - 10:15 Manuel or Leti			Williams		8:55 - 9:15 Lisamarie			
Binnur				10:55-11:15 Manuel or Leti	Binnur				10:05 - 10:25 Lisamarie	
Jehan	9:30 - 9:50 Ibarra				Jehan	8:30 - 8:50 Ibarra				

Close Out/Survey



- ❖ Great Job!
- ❖ ACTS!
- ❖ Please complete the survey prior to leaving!

Weekly Data Meeting Agenda

[WDM Reteach Plan](#)

[Teacher Notetaker](#)

Teacher	Coach	Class/Subject	Date
Mrs. Williams Ms. Ambrozik	Noriega Ambrozik	8th Math/8th Math 7th/ELA	11/18

<p>Prepare Before the Meeting:</p>	<p>Obtain graded quizzes from teacher</p> <p>Take the quiz</p> <p>Sort quizzes</p> <p>Identify the largest pile and the question where students struggled the most</p> <p>From there determine the standard that aligns</p> <p>Unpack the standard</p> <p>Unpack the question</p> <p>Identify misconception</p> <p>Determine reteach: guided or modeled</p> <p>Create reteach plan</p> <p>Create groups*</p> <p>Create agenda</p> <p>Determine how to facilitate practice protocol with feedback</p> <p>Determine next steps</p> <p>Teachers are participants</p> <p>Leaders are observers and taking notes</p>
---	--

See It 12-18 mins

<p>ELA Standard Breakdown</p>	<ul style="list-style-type: none"> ● What question did students struggle the most with? What standard is aligned to the question? <ul style="list-style-type: none"> ○ What do students need to know to demonstrate mastery? ○ What do students need to show to demonstrate mastery? <p>Students struggled the most with Question # 1</p> <p>Write Standard: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Know</th> <th style="width: 50%;">Show</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Identify theme - Understand plot - Characters - Setting - Theme development </td> <td> <ul style="list-style-type: none"> -Annotate for parts of plot, characters, setting -Analyze theme -Explain the gist of the story -Write objective summary </td> </tr> </tbody> </table>	Know	Show	<ul style="list-style-type: none"> - Identify theme - Understand plot - Characters - Setting - Theme development 	<ul style="list-style-type: none"> -Annotate for parts of plot, characters, setting -Analyze theme -Explain the gist of the story -Write objective summary
Know	Show				
<ul style="list-style-type: none"> - Identify theme - Understand plot - Characters - Setting - Theme development 	<ul style="list-style-type: none"> -Annotate for parts of plot, characters, setting -Analyze theme -Explain the gist of the story -Write objective summary 				

<p>Review Exemplar Student Work ELA:</p>	<p>Create an exemplar/answer the question. Answer -A <u>Text</u> How many of your students chose the right answer? Why do you think so? A: 22 B: 8 C: 32 D:12</p> <p>What were the keys to an ideal answer? -Understanding urbanization -Knowing the story takes place in the future -Recognizing that the world is filled with artificial aspects, so there is minimal nature</p> <p>What trends do you notice? Students leaned towards choosing that humans value nature. Perhaps, they were distracted by the fact that this family is going to see a tree, showing that they took the time to see something that was natural over technology. However, the reality was that there were so many artificial trees, that nature was not being preserved. Additionally, this tree was also going to be destroyed to pave the way for new buildings. Likely, students read the acorn at the end, thinking that it was “preserving.”</p> <p>Is there anything to add to the know/show chart of the unpacked standard?</p>
<p>Identify Learning Gap ELA:</p>	<p>Compare notes from standards breakdown, exemplars (self and students), and non-exemplar student work. What misunderstandings are revealed in the data? What is the key learning gap?</p> <p>Key Learning Gap:</p> <p>Students did not annotate the texts to understand that humans were not preserving nature, rather they were allowing technology and urbanization to destruct nature.</p>
<p>Name It 2 mins</p>	
<p>Punch It: Name the Understanding ELA</p>	<p>SWBAT identify the theme by annotating how the structure of the text builds up to the theme.</p>
<p>Do It 20 - 45 mins</p>	
<p>Reteach Plan ELA:</p>	<p>Let’s plan the reteach</p> <p>Should it be guided or modeled discourse? Why?</p> <ul style="list-style-type: none"> - The teacher should be model because over 70.2 % of students arrived at the incorrect answer.

- **If a model:** script the think aloud and question.

Focus on the process of annotation.

Teacher: “We are going to practice our annotation in order to better understand the theme of Autumntime. “

T:“What are we practicing?”

Students: “Annotation”

T;“We will talk to the text. Just like we have conversations with people, we communicate with the text as we read.”

T:Board=

S: Paper

“First I will read the title and author.” Label each.

I will read the top shadowed area of the text. I notice that it says that the text takes place in the future.

Next, I will number the paragraphs, which will help me organize as I read.

- **If guided discourse:** select student work for show-call, script prompts.

What tasks will the students have (specific lesson, problems, etc?)

Students will annotate a part of the text

What are the components that need to be included based on the student gap (vocab, criteria for success, activities, etc.)?

-Annotation key/system

-Talk to the text guide

-Team practice with agg mo

-Independent practice with aggmo

How will I ensure I will deliver instructions effectively (timestamps for each activity)?

I Do-7 min

We Do-15

You Do-25

Perfect the Plan: Teachers swap scripts with a partner, teachers provide feedback to one another:

It was effective when:

It would be more effective if:

Exemplar Re-teach Plan: Finalize the re-teach plan with the version teachers will deliver.

Practice (remaining time):

- If a model: practice modeling the thinking, precision of language, and change in tone/cadence
- If guided discourse practice show-call, prompting students, and stamping the e understanding

Follow-up (last 2 minutes):

When to reteach, when to reassess, when to revisit data?

From the lowest scoring work:

- What students need to be pulled for tutoring? What do we need to remediate?

Teachers swap scripts with a partner, teachers provide feedback to one another:

- It was effective when...
- It would be more effective if...

Teacher implement feedback into the table below and lesson.

Practice	
Glows	Grows

	Good to hear other perspectives	

ELA

Proficiency Level	Student Names
Below	
Near	
Met	
Above	

Next Steps:

Coach will observe the reteach lesson on Wednesday and provide feedback.

Coaching Follow-up

Reflection

What was effective about this meeting?
What would be more effective about this meeting?

Appendix 6



Professional Development

Professional Development Scope & Sequence - Teachers
Professional Development Scope & Sequence - School Leaders

Year Long Strategic Priorities and Guiding Metrics

- 1) Achieve Results
- 2) Support Instruction
- 3) Manage Team

*Living document, but draft of year map needs to be completed by August 2018

Cycle 1 Focus Areas for PD and Coaching			
PD Date	PD Agenda	PD Snack Schedule	Lead Team
8/22	Crisis Training/Sown to Grow NWEA MAP Norming		Outside Provider Lisamarie
8/26	Threshold 201		Lisamarie + Danny
8/29	Mandated Reporting		Outside Provider
9/5	Least to Most Invasive Strategies Clinic Independent Practice Procedure: Clear What to Do Directions		Danny + Luis Susana, Binnur, + Lisamarie
9/5	Exit Ticket Creation		Binnur, Reissa + Danny
9/12	Active Shooter Training 2:30pm		SJPD
9/12	Employee Handbook		Rosie
9/16	Differentiated Lesson Planning Part 1		Lisamarie
9/19	Staff Outing		Elena, Susana, Luis, Rojana
9/23	Differentiated Lesson Planning Part 2		Danny, Reissa, Binnur
9/26	Interim Assessments PD		Reissa
9/26	Discipline Revisions		Lisamarie + Reissa
9/30	Next 30 Day Plan		Lisamarie + Susana
10/3	ELD		Flor
10/7	Interim Norming		Binnur + Reissa
10/14	Student Led Conferences Prep		Binnur, Reissa, Danny
10/17	Interim Assessment Network Day		
10/18	Interim Assessment Day Day		Lisamarie + Danny
10/18	Safety Plan/Drills PD		Rosie + Manuel
10/21	Facilitating PD (SLs only)		Lisamarie
Growth Cycle 1 Action Plan--Key Findings and Plan Summary			
Cycle 2 Focus Areas for PD and Coaching			
PD Date	PD Agenda	PD Snack Schedule	Lead Team
10/28	WDM Fishbowl		Lisamarie
10/31	Wellness Day		
11/4	WDM		Instructional Leaders
11/7	Edgenuity PD		Outside Presenter
11/7	GTM		Teachers
11/14	Staff Outing		Culture Team
11/18	WDM		Instructional Leaders
11/21	Friendsgiving		All Staff
12/2	IA 2 PD		Reissa
12/5	Supporting Student Improvement		Greg Lippman + Lisamarie
12/5	ELD PD 201 (based on observations)		Flor
12/9	WDM		Instructional Leaders
12/12	Wellness Day		All Staff
12/16	WDM		Instructional Leaders
12/19	Empower Holiday Celebration)		All Staff
12/20	Network Day #2		Instructional Leaders + CMO

Growth Cycle 2 Action Plan--Key Findings and Plan Summary

Cycle 3 Focus Areas for PD and Coaching

PD Date	PD Agenda	PD Snack Schedule	Lead Team
1/7	Together Teacher		Outside Presenter
1/8	Planning IA 2 Data Analysis		Lisamarie
1/9	Charter Renewal Prep		Lisamarie
1/13	Classroom Updates		Instructional Leaders
1/16	Staff Celebration		All Staff
1/23	Sown to Grow Refresher		Outside Presenter
1/23	Rigor: SBAC Aligned Assessment Questions		Lisamarie
1/27	WDM		Instructional Leaders
1/30	ELPAC: Student Interface Practice		Reissa
1/30	Rigor Part II: Standards, Objectives, and Exit Tickets		Lisamarie
2/6	Rigor: Creating a Strong "I Do"		Lisamarie
2/13	Staff Outing		All Staff
2/20	Scripting and Practicing the "I Do" Part II		Lisamarie
2/24	Materials Preparation		All Staff
2/27	Grading Party (Progress Reports)		All Staff
3/2	Monday - IA #3 PD		Reissa

Cycle 4 Focus Areas for PD and Coaching

PD Date	PD Agenda	PD Snack Schedule	Lead Team
3/5	Wellness Day		All Staff
3/9 - 3/12	PC		All Staff
3/12	Empower Data Analysis		Lisamarie + Danny
3/16	Engagement + Pacing		Susana, Reissa, Danny
3/19	Empower Data Day #3 IA 3/Rigorous Questioning		Instructional Leaders
3/23	Monday - Empower Data Day #3 IA 3 (cont)/Stretch It		Instructional Leaders
3/26	Survey Data and Action Planning		
3/26	Empower Data Day #3 IA 3 (cont)/We Do		
4/2 - 4/3	Network PD Days/Independent Practice		
4/6	Rigor : AggMO		Instructional Leaders
4/9	Small Group Instruction		
4/20	WDM		Instructional Leaders
4/23	Rigor PD: AggMo + Small Group Instruction		
4/27	WDM		Instructional Leaders
4/30	CAST PD		
5/4	WDM		Instructional Leaders
5/7	Rigor PD: AggMo + Small Group Instruction		
5/11	WDM		Instructional Leaders
5/14	SBAC Schedule		
5/18	WDM???		Instructional Leaders
5/21	Grading Party		
5/28	Wellness Day		
6/1	NWEA MAP Testing Schedule		Instructional Leaders
6/4	Graduation Prep		
6/8	WDM		Instructional Leaders

6/11

Last Day of School

Year Long Strategic Priorities and Guiding Metrics

- 1) Achieve Results
- 2) Support Instruction
- 3) Manage Team

*Living document, but draft of year map needs to be completed by August 2018

Cycle 1 Focus Areas for PD and Coaching			
PD Date	PD Agenda	PD Snack Schedule	Lead Team
8/22	Crisis Training/Sown to Grow NWEA MAP Norming		Outside Provider Lisamarie
8/26	Threshold 201		Lisamarie + Danny
8/29	Mandated Reporting		Outside Provider
9/5	Least to Most Invasive Strategies Clinic Independent Practice Procedure: Clear What to Do Directions		Danny + Luis Susana, Binnur, + Lisamarie
9/5	Exit Ticket Creation		Binnur, Reissa + Danny
9/12	Active Shooter Training 2:30pm		SJPD
9/12	Employee Handbook		Rosie
9/16	Differentiated Lesson Planning Part 1		Lisamarie
9/19	Staff Outing		Elena, Susana, Luis, Rojana
9/23	Differentiated Lesson Planning Part 2		Danny, Reissa, Binnur
9/26	Interim Assessments PD		Reissa
9/26	Discipline Revisions		Lisamarie + Reissa
9/30	Next 30 Day Plan		Lisamarie + Susana
10/3	ELD		Flor
10/7	Interim Norming		Binnur + Reissa
10/14	Student Led Conferences Prep		Binnur, Reissa, Danny
10/17	Interim Assessment Network Day		
10/18	Interim Assessment Day Day		Lisamarie + Danny
10/18	Safety Plan/Drills PD		Rosie + Manuel
10/21	Facilitating PD (SLs only)		Lisamarie
Growth Cycle 1 Action Plan--Key Findings and Plan Summary			
Cycle 2 Focus Areas for PD and Coaching			
PD Date	PD Agenda	PD Snack Schedule	Lead Team
10/28	WDM Fishbowl		Lisamarie
10/31	Wellness Day		
11/4	WDM		Instructional Leaders
11/7	Edgenuity PD		Outside Presenter
11/7	GTM		Teachers
11/14	Staff Outing		Culture Team
11/18	WDM		Instructional Leaders
11/21	Friendsgiving		All Staff
12/2	IA 2 PD		Reissa
12/5	Supporting Student Improvement		Greg Lippman + Lisamarie
12/5	ELD PD 201 (based on observations)		Flor
12/9	WDM		Instructional Leaders
12/12	Wellness Day		All Staff
12/16	WDM		Instructional Leaders
12/19	Empower Holiday Celebration)		All Staff
12/20	Network Day #2		Instructional Leaders + CMO

Growth Cycle 2 Action Plan--Key Findings and Plan Summary

Cycle 3 Focus Areas for PD and Coaching

PD Date	PD Agenda	PD Snack Schedule	Lead Team
1/7	Together Teacher		Outside Presenter
1/8	Planning IA 2 Data Analysis		Lisamarie
1/9	Charter Renewal Prep		Lisamarie
1/13	Classroom Updates		Instructional Leaders
1/16	Staff Celebration		All Staff
1/23	Sown to Grow Refresher		Outside Presenter
1/23	Rigor: SBAC Aligned Assessment Questions		Lisamarie
1/27	WDM		Instructional Leaders
1/30	ELPAC: Student Interface Practice		Reissa
1/30	Rigor Part II: Standards, Objectives, and Exit Tickets		Lisamarie
2/6	Rigor: Creating a Strong "I Do"		Lisamarie
2/13	Staff Outing		All Staff
2/20	Scripting and Practicing the "I Do" Part II		Lisamarie
2/24	Materials Preparation		All Staff
2/27	Grading Party (Progress Reports)		All Staff
3/2	Monday - IA #3 PD		Reissa

Cycle 4 Focus Areas for PD and Coaching

PD Date	PD Agenda	PD Snack Schedule	Lead Team
3/5	Wellness Day		All Staff
3/9 - 3/12	PC		All Staff
3/12	Empower Data Analysis		Lisamarie + Danny
3/16	Engagement + Pacing		Susana, Reissa, Danny
3/19	Empower Data Day #3 IA 3/Rigorous Questioning		Instructional Leaders
3/23	Monday - Empower Data Day #3 IA 3 (cont)/Stretch It		Instructional Leaders
3/26	Survey Data and Action Planning		
3/26	Empower Data Day #3 IA 3 (cont)/We Do		
4/2 - 4/3	Network PD Days/Independent Practice		
4/6	Rigor : AggMO		Instructional Leaders
4/9	Small Group Instruction		
4/20	WDM		Instructional Leaders
4/23	Rigor PD: AggMo + Small Group Instruction		
4/27	WDM		Instructional Leaders
4/30	CAST PD		
5/4	WDM		Instructional Leaders
5/7	Rigor PD: AggMo + Small Group Instruction		
5/11	WDM		Instructional Leaders
5/14	SBAC Schedule		
5/18	WDM???		Instructional Leaders
5/21	Grading Party		
5/28	Wellness Day		
6/1	NWEA MAP Testing Schedule		Instructional Leaders
6/4	Graduation Prep		
6/8	WDM		Instructional Leaders

6/11

Last Day of School

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

LEVER	KEY ACTIONS IN SEQUENCE
DDI	PLAN
	ASSESSMENTS & CURRICULUM—ALIGN THE RIGOR
	1. Lock in quality interim assessments <ul style="list-style-type: none"> ● Identify the end-goal assessment (state test, college entrance exam, college assessment) that exemplifies what successful students should know and be able to do. ● ID essential content and rigor that students must master for success on end-goal assessment. ● Acquire or develop effective interim assessments (IAs) that are aligned to end-goal assessments. ● Develop a common IA calendar that identifies when IAs will take place, who/what will be assessed, and when IA data analysis meetings will take place. 2. Lock in high quality lesson plans/curriculum materials that align to the assessments <ul style="list-style-type: none"> ● See lever of “Planning” for details
	DATA MEETINGS—TOOLS & STRUCTURES FOR WEEKLY DATA/INTERIM ASSESSMENT MTGS
	3. Establish essential data meeting structures that result in evidence based action planning <ul style="list-style-type: none"> ● Create meeting schedule to conduct data meetings to analyze IA data (6 weeks) and to conduct weekly data meetings (WDMs). ● Establish consistent protocols and pre-work expectations for effective analysis meetings (eg. IA analysis meeting protocol, WDM analysis protocol). ● Develop a system to regularly collect high, medium, and low sample of student work (e.g. exit tickets, spiral review) to use as evidence to identify trends in student learning. 4. Create effective principal monitoring tools for all post-assessment action plans, including <ul style="list-style-type: none"> ● Develop an action plan tracker that identifies teacher reteach goals, timeline, and focus area ● Create systems to have access to assessments and/or DDI action plan when observing ● Create observation schedules to observe teachers in reteaching implementation
ROLL OUT	
PD ON DATA DRIVEN INSTRUCTION:	
5. Roll out PD for data-driven instruction: <ul style="list-style-type: none"> ● Plan and roll out PD on DDI, the power of the question, and writing exemplars. ● Develop and roll out exemplar IA analysis to set clear expectations for teacher analysis. ● Create repeated opportunities during PD to practice analyzing student data/work and creating 6 week action plans (IA) or targeted reteach plans (WDM). 	

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

DDI (con't)	EXECUTE
	<p>ANALYZE FOR TRENDS</p> <p>6. Conduct a deep analysis of the data to identify schoolwide and teacher specific trends</p> <ul style="list-style-type: none"> ● Find the overall trend <ul style="list-style-type: none"> ○ For interim assessments: Identify schoolwide patterns in the data: outlier teachers & students (low & high) and key standards that need focus. ○ For Weekly Data Meetings: Review the student work to select the highest leverage standards/question to focus on for analysis. ● ID the key conceptual understanding and error for a given standard/task <ul style="list-style-type: none"> ○ Determine what students should be able to do/say to demonstrate mastery of the standard ○ Identify the key gap between the ideal response and student work: both the key procedural errors and conceptual misunderstandings ○ Determine the highest leverage action steps to take to close the gap <p>DATA MEETINGS—LEAD EFFECTIVE WEEKLY DATA & IA ANALYSIS MEETINGS WITH TEACHERS</p> <p>7. Prepare:</p> <ul style="list-style-type: none"> ● Narrow your focus: pick the assessment item & student work in advance that highlight key errors ● Prepare the exemplar and write your meeting script to ensure an effective, efficient meeting <p>8. See It:</p> <ul style="list-style-type: none"> ● Start with the standard(s): unpack the key parts of the standard that align to the student error to identify the most essential conceptual understandings that students must master. ● Unpack the teacher/student exemplars to ID how they demonstrate mastery of the standard. <p>9. Name It:</p> <ul style="list-style-type: none"> ● Punch it: Succinctly restate the key procedural errors and conceptual misunderstandings, then have the teacher repeat them and write them down. <p>10. Do It:</p> <ul style="list-style-type: none"> ● Perfect the plan before you practice. <ul style="list-style-type: none"> ○ Plan the structure of the reteach: modeling or guided discourse. ○ ID the steps, student materials, and students to monitor. ○ Predict the gap: anticipate likely errors in execution and practice that part of the meeting. ○ Give your teacher time to script out reteach plan before you practice ○ Spar with an exemplar reteach plan to perfect the plan: ● Practice the gap. <ul style="list-style-type: none"> ○ ID the most essential elements of the reteach for the teacher to practice, especially the parts that will be hardest to master ○ Prompt the teacher to “go live” and practice the prompts that will be used during the reteach. ● Build an effective follow-up plan. <ul style="list-style-type: none"> ○ ID when to teach, when to re-assess, and when to revisit this data. ○ Embed the action plan into upcoming lessons and unit plans. ○ ID when observations will take place to see plan in action and how it will be assessed.
	MONITOR AND FOLLOW UP
	<p>11. Actively Monitor Implementation of Action Plans</p> <ul style="list-style-type: none"> ● Observe the reteach: <ul style="list-style-type: none"> ○ Start from the exemplar teacher and observe same subject teachers back-to-back. ○ ID the gap between the exemplar teacher and other teachers. ○ ID the gap between the original plan and execution and between student work and exemplar. ● Observe weekly data meetings of other instructional leaders (live or via video) <ul style="list-style-type: none"> ○ ID the patterns across meetings and the key areas of growth for the leader’s facilitation. ● Track implementation of 6-week action plans and student outcomes following reteach

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

	<ul style="list-style-type: none"> ○ Have teacher post lesson plans and/or 6-week action plans in the classroom to be able to observe both the plan and the execution to identify gaps. ● Create system for teacher teams to collect student work between WDM. <p>12. Monitor student work in each class using a sequence to analyze how many students do each:</p> <ul style="list-style-type: none"> ● 1.) Pen-to-paper, 2.) annotations/strategies, and 3.) right answers.
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LEVER	KEY ACTIONS IN SEQUENCE
STUDENT CULTURE	PLAN
	<p>SET THE VISION:</p> <p>1. Define your vision for student culture</p> <ul style="list-style-type: none"> ● See a model: <ul style="list-style-type: none"> ○ Review videos of implementation (e.g., from <i>Get Better Faster</i>, <i>Leverage Leadership</i>, <i>Teach Like a Champion</i>) and/or visit high-performing schools or classrooms. ○ Record what teachers, leaders, and students say and do. ● Define the model for your own school’s routines and procedures: <ul style="list-style-type: none"> ○ Write what the leaders, teachers, and students should be doing. ○ Enumerate what will happen if a student doesn’t follow directions. ○ Create a school-wide culture rubric that defines the following: <ul style="list-style-type: none"> ▪ Common language that teachers and leaders will use ▪ Vision for all schoolwide and classroom routines & systems ● Anticipate the gap: <ul style="list-style-type: none"> ○ Determine what it would look like if student culture was executed poorly. ○ What would ineffective leaders and teachers be doing? ○ What would the students be doing if it was implemented poorly? <p>2. Name It—build a minute-by-minute plan for every routine, procedure and all-school culture moments:</p> <ul style="list-style-type: none"> ● Craft minute-by-minute systems for routines and procedures: <ul style="list-style-type: none"> ○ Name what leaders, students, and teachers will do in a comprehensive, sequential, minute-by-minute plan. <ul style="list-style-type: none"> ▪ Describe every part of the day: arrival/breakfast, hallway transitions, in-class routines (including first and last 5 min of class), lunch, dismissal ▪ Include what will happen when students do not follow directions. ● Set goals and deadlines: <ul style="list-style-type: none"> ○ Set a concrete, measurable goal. <ul style="list-style-type: none"> ▪ E.g., hallway transitions will reduce to 1 minute; increase all hands raised to 100% ○ Identify when the system will be <i>introduced</i> and when the goal will be <i>met</i>. ○ Determine the tool for measurement (e.g., student culture rubric) <p>3. Name It—build systems to manage student discipline (asst. principal, dean of students, etc.):</p> <ul style="list-style-type: none"> ● Set up effective systems and routines for the leader who will drive student culture. ● Set a weekly and daily schedule for that leader. ● Create a clear protocol for responding to specific student discipline situations. ● Build a standing agenda for principal-culture leader check-ins that includes: <ul style="list-style-type: none"> ○ Data review of student discipline issues and most pressing student issues. ○ Feedback to the leader & to teachers who need support. ○ Review of send-out or suspension data to problem solve ways to prevent the behavior.
	ROLL OUT
	<p>4. Plan the roll out/rehearsal</p> <ul style="list-style-type: none"> ● Plan the roll out: <ul style="list-style-type: none"> ○ Script a hook:

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

STUDENT CULTURE (con't)	<ul style="list-style-type: none"> ▪ Frontload school values/mission—short and sweet speech that states rationale and purpose. ○ Script the model: <ul style="list-style-type: none"> ▪ Using clear and concise language, tell them the procedure and the sequence of the procedure. Everyone needs to know what it will look like. ▪ Script what you will narrate as you model to highlight key takeaways. ○ Plan the staff practice of the routine/procedure: <ul style="list-style-type: none"> ▪ Script what you will say and do and what teachers will say and do (roles, timing, etc.). ▪ Script what real-time feedback you will give during practice with associated prompts. <p>5. Roll out/rehearse</p> <ul style="list-style-type: none"> ● See It—model the routine/procedure: <ul style="list-style-type: none"> ○ Hook: deliver a hook (short and sweet) that gives them the “wh.y” ○ Frame: name what you want them to observe: “As you watch the model of [routine/procedure], I want you to be thinking about...” ○ Model: exaggerate the model to reinforce every action you want to see. ● Name It—debrief the model: <ul style="list-style-type: none"> ○ “What did you notice? Teacher actions? Student actions?” ○ Narrate the why: “Why is that [action] important?” ○ Reflect: “Jot down your key takeaways before we jump into practice.” ● Do It—practice the routine/procedure: <ul style="list-style-type: none"> ○ Give clear What-to-Do directions: <ul style="list-style-type: none"> ▪ What the main participant will do (time for her to plan/script her actions). ▪ What the audience will do (cue cards, pre-prepared student roles). ○ Round 1—practice the basic routine and procedure from start to finish <ul style="list-style-type: none"> ▪ Give feedback at the point of error and have them do it again. ○ Round 2 (after teachers have built muscle memory)—add complexity (e.g., student misbehavior, student learning errors). ○ Lock-it in and re-name the action plan: <ul style="list-style-type: none"> ▪ “How did what we practice meet or enhance the action plan we named?”
	EXECUTE
	<p>6. Lead publicly:</p> <ul style="list-style-type: none"> ● Be present and be seen in key areas (lunch, hallways, struggling classrooms, etc.) ● Communicate urgency (verbal and non-verbal): <ul style="list-style-type: none"> ○ Non-verbal: point to students who need re-directing; move students along. ○ Verbal: Do It Again until 100%; challenge (“Ms. Smith’s class did this. Can you do it, too?”) ● Provide immediate feedback: <ul style="list-style-type: none"> ○ Model concrete phrases and actions that teachers should use (keep it succinct). ○ Address student noncompliance on the spot; follow up face-to-face with teacher. ○ Use precise praise & celebrate success (individual & team) verbally & via email. <p>7. Manage individually:</p> <ul style="list-style-type: none"> ● Teachers—have “course correction” conversations when they are struggling: <ul style="list-style-type: none"> ○ Identify the challenge. ○ State the impact. ○ Make bite-size action plan with prompt implementation on a set timeline. ● Leaders—implement check-in with the leader in charge of student discipline issues (AP/dean) <ul style="list-style-type: none"> ○ Model effective student de-escalation and reflection techniques for the AP/dean and have AP/dean execute. ○ Monitor & give AP/dean real-time feedback to ensure AP/dean meets current action step. ● Students—lead effective discipline conversations by following the model:

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

STUDENT CULTURE (con't)	<ul style="list-style-type: none"> ○ Listen: ask them to explain their version of what happened. ○ Name the problem & then the consequence. ○ Share why this is important (back to shared mission & long-term dreams for the child). ○ End with shared commitment to work together. ● Families—lead effective discipline conversations with families: <ul style="list-style-type: none"> ○ Name the problem & then the consequence. ○ Listen: acknowledge their feelings and their concerns (“open face,” eye contact, emotional constancy). ○ Economy of language: keep language concise and precise and stick to the script
	<p>8. Master the waterfall: utilize Get Better Faster scope and sequence to prioritize feedback around culture</p> <ul style="list-style-type: none"> ● Align action steps and feedback around Get Better Faster scope and sequence
	<p>MONITOR & “COURSE CORRECT”</p>
	<p>9. Measure student culture & ID the gaps</p> <ul style="list-style-type: none"> ● Via a school walkthrough, identify students and teachers not implementing routines effectively and identify the action steps: <ul style="list-style-type: none"> ○ With student culture rubric in hand, identify where the breakdown occurs: <ul style="list-style-type: none"> ▪ What student actions or inactions are indicators of the problem? ▪ What teacher actions or inactions are causing the problem? ▪ What leader actions or inactions are causing the problem? ○ Bring people outside your leadership team to observe your school and identify the big rocks to move your school culture forward. ● Targeted improvements: choose one row on the student culture rubric and set a specific goal for a score by a specific date. Develop clear action steps and implement. Re-score that row on a regular basis.
	<p>10. Lead a whole school reset of a specific, high leverage routine/procedure</p> <ul style="list-style-type: none"> ● Revisit the model: what the routine should look like. ● See the gap: have teachers/leaders identify the gaps. ● Model the reset (follow the actions in the roll out section). ● Execute a daily walkthrough to monitor the targeted action steps. ● Communicate to staff the progress and next steps on a daily basis until the goal is met.

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

LEVER	KEY ACTIONS IN SEQUENCE
OBS/ FEED-BAC K	PLAN
	<ol style="list-style-type: none"> 1. Build weekly observation schedule for yourself and other instructional leaders/coaches: <ul style="list-style-type: none"> ● Establish and maintain own observation schedule & observation tracker. ● Establish observation schedules & trackers for leadership team to effectively distribute observation of all teachers. ● Adjust the schedule as needed to address trends and/or support struggling teachers 2. Prepare: Stick to an exemplar script (See It, Name It, Do It feedback protocol) to ensure that your prompts are clear, economical, and aimed at the highest leverage action step.
	EXECUTE
	<p>ACTION STEPS</p> <ol style="list-style-type: none"> 3. Identify highest leverage school-wide and individual teacher action steps: <ul style="list-style-type: none"> ● Use your tools (Get Better Faster S&S, student data) to create action steps that are: <ul style="list-style-type: none"> ○ Highest leverage (will student achievement improve tomorrow as a result of this action step?). ○ Measurable and bite-size. <p>EFFECTIVE FEEDBACK MEETINGS</p> <ol style="list-style-type: none"> 4. See It – show a model & see the gap: <ul style="list-style-type: none"> ● Show a model—video, live model, script, lesson plan—that highlights key actions for the teacher ● Fully unpack the model: start with the end in mind and ask precise questions to identify all key actions (e.g., What is the purpose of...?” “What did she do next?”) ● Ask “What is the gap between what you just saw and what you did?” 5. Do It – perfect the plan before you practice: <ul style="list-style-type: none"> ● Give your teacher time to script out her actions before you start the practice and between rounds of practice. ● Revise the script until it is perfect. ● Use an exemplar to perfect the plan. 6. Do It – practice the gap: <ul style="list-style-type: none"> ● Practice at the point of error: anticipate what teachers or students could do/say incorrectly during the practice and plan for those mistakes. ● Practice the gap: set up practice so that the teacher practices the actions that are most critical for the action step. 7. Do It – practice: go from simple to more complex: <ul style="list-style-type: none"> ● Practice with upcoming lessons/meetings to apply the skill to multiple scenarios. ● Start with simple practice; when the teacher masters it, add complexity (student wrong answers or noncompliance). ● Narrow the practice to repeat it more times and get more at bats. ● Stop the practice, provide real-time feedback, and redo. 8. Name It – punch it: <ul style="list-style-type: none"> ● Punch the action step by naming the “what” (e.g., scan) and the “how” (e.g., circulate among the desks) clearly and concisely. ● Be bite-size, not book-size: limit the action steps to what the teacher can master in a week ● Have teacher write it down and check for understanding to make sure she has it.

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

	<p>9. See It – see the success:</p> <ul style="list-style-type: none"> ● Prepare and deliver precise, authentic praise rooted in previous action step(s). ● Ask teacher to describe the impact: “What has been the impact of this on your classroom?”
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OBS/ FEED-BAC K (con’t.)	MONITOR & FOLLOW-UP
	<p>10. Do It – follow-up: articulate clear next steps:</p> <ul style="list-style-type: none"> ● Set dates: all deliverables have clear timelines and are written into both the leader’s and teacher’s calendar ● Establish follow-up & (when applicable) real-time feedback cues to be used during the observation. <p>11. Provide Real-time Feedback:</p> <ul style="list-style-type: none"> ● Choose highest-leverage moments for real-time classroom feedback. ● Use least-invasive method for real-time feedback that is appropriate for the teacher. <ul style="list-style-type: none"> ○ Silent signal ○ Whisper prompt: <ul style="list-style-type: none"> ▪ Name what to do ▪ State the rationale ▪ State what you’ll look for/how you will support ▪ (All in 45 seconds max) ○ Model ○ Extended model

LEVER	KEY ACTIONS IN SEQUENCE
PLANNING	PLAN
	<p>CURRICULUM—UNIT PLANS ALIGNED TO ASSESSMENT:</p> <p>1. Design high quality unit plans that align to the end-goal assessments</p> <ul style="list-style-type: none"> ● Define success: identify exemplar unit plans and name the essential components: aligned to a college-ready end-goal assessment (see “Data-Driven Instruction”), both content & skill, and memorable ● Acquire or design unit plans that include all essential components <p>LESSON PLANS</p> <p>2. Plan effective lesson plans:</p> <ul style="list-style-type: none"> ● Define success: ID exemplar lesson plans and name the essential components: data-driven objective, aligned exit ticket, adequate time for practice, and effective guided discourse or modeling ● Acquire or design lesson plans that include all essential components
	<p>PLANNING TOOLS & STRUCTURES:</p>

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

PLANNING (con't.)	<p>3. Establish essential unit and lesson planning structures that result in consistent lesson plan creation:</p> <ul style="list-style-type: none"> ● Establish essential curriculum planning structures and templates for year-long plans, unit plans, and weekly and daily lesson plans ● Establish effective protocols for creation of unit and lesson plans (when plans will be submitted, who will review them, etc.)
	EXECUTE:
	<p>PLANNING MEETINGS—LEAD EFFECTIVE PLANNING MEETINGS WITH TEACHERS</p> <p>4. Prepare:</p> <ul style="list-style-type: none"> ● Narrow your focus: pick the lesson or unit that requires the most focus ● Familiarize yourself with the standards, prepare the exemplar, and write your meeting script to ensure an effective meeting <p>5. Map out the Week:</p> <ul style="list-style-type: none"> ● Set the core content for the week: key reteach standards to spiral, routine tasks (e.g., fluency work, labs, etc.) ● Set the objectives for each day <p>6. See It:</p> <ul style="list-style-type: none"> ● Start with the assessment and standard(s): fully unpack the standard to identify the most essential conceptual understandings that students must master. ● Write the teacher exemplars for Exit Tickets or final work products and select rubric to name what work demonstrates mastery of the standard. <p>7. Name It:</p> <ul style="list-style-type: none"> ● Punch it: Succinctly state the key areas the teacher will work on mastering in this planning session <p>8. Do It:</p> <ul style="list-style-type: none"> ● Plan the core activities: <ul style="list-style-type: none"> ○ Plan the key lessons and student assessments or activities ○ Plan the monitoring during independent practice ○ Predict the gap: Anticipate likely errors in execution and plan for those errors ● Practice: <ul style="list-style-type: none"> ○ Plan the actual student facing materials ○ Role play the most challenging parts of the lesson ● Follow up: ID next steps to complete plans and ID when observations will take place to see the plans in action and to assess their success.
MONITOR	

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

OBSERVE FOR TRENDS:

9. Observe teaching to identify schoolwide and teacher-specific trends:

- Create and use a rubric and set a schedule for review lesson plan execution—embed as a part of your observation schedule (See “Observation & Feedback”)
- When observing, evaluate the quality and alignment of the key components of the plan
 - Objective aligned to the end-goal/interim assessment
 - Exit ticket aligned to the end-goal/interim assessment
 - Sequence: lesson fits in a logical sequence of lessons that is building to student mastery
 - Independent practice: adequate time for students to practice the new content/skill
 - Modeling or guided discourse: effective instruction aligned to student learning needs
- ID the pattern of error across a set of lesson plans, HW, or class materials to create a grade/schoolwide goal/action step for improving rigor.

FOLLOW UP:

10. Follow up to achieve 90% implementation

- Conduct audits of lesson/unit plans and build plan for improvement
- ID individual teachers who have not mastered or are not building effective lesson plans.
- Plan additional follow up (modeling, focused planning, extra support).

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

LEVER	KEY ACTIONS IN SEQUENCE
<p style="text-align: center; font-size: 2em; font-weight: bold;">PD</p>	<p style="font-weight: bold; font-size: 1.2em;">PLAN</p>
	<p>1. Use Goals and Gaps to Plan August PD, Year-long PD calendar, and Weekly Sessions:</p> <ul style="list-style-type: none"> ● Identify highest leverage topics for PD based on assessment, culture or observation data and narrow focus to what matters most ● Develop year-long PD calendar that identifies the highest leverage topics that teachers will need <p>PLAN HIGH LEVERAGE, INDIVIDUAL PD SESSIONS</p> <p>2. Create the Do It:</p> <ul style="list-style-type: none"> ● Start from the end: what do participants have to be able to <u>do</u> by the end of the session—break it down into the precise steps that they practice (this is your objective!) ● Script out precise instructions and scenarios to make practice as authentic & effective as possible. ● Build in sufficient time to “practice perfect:” plan, practice and re-do each action that the participant needs to master. ● Write exemplar script for practice to ID exactly what you are looking for when monitoring. ● Develop/adapt monitoring tool to track proficiency during practice. <p>3. Create the See It:</p> <ul style="list-style-type: none"> ● Design effective activities that allow teachers to “see” an effective model (video, written exemplars, models, etc.). ● Observe high outliers to ID the strategies and practices that will close the gap. ● Align each See It activity to the Do It components: they should reveal what teachers have to do. <p>4. Create the Name It:</p> <ul style="list-style-type: none"> ● Ask targeted questions before and after the activity that enable teachers to unpack and discover the best practices. ● Give clear, concise language that describes the core actions teachers need to take. ● Develop Core Ideas and Name It slides. ● Design one-pagers of guidance for teachers to help them implement the PD. <p>5. Design the follow-up:</p> <ul style="list-style-type: none"> ● Develop clear plans to ensure 90+% implementation of the PD. <p>PREPARE TO DELIVER—INTERNALIZE THE SESSION PLAN:</p> <p>6. Name your exemplar:</p> <ul style="list-style-type: none"> ● Identify what you want participants to say in each section of the agenda: identify when you are looking for the right answer (e.g., leading to a core idea) or the right thinking (e.g., thinking of the right action step for a feedback meeting) <p>7. Anticipate the gaps:</p> <ul style="list-style-type: none"> ● Identify where participants might struggle, and plan your prompts/facilitation techniques to manage:
	<p style="font-weight: bold; font-size: 1.2em;">EXECUTE</p>
<p>8. Tell a story:</p> <ul style="list-style-type: none"> ● Weave the story between the slides and activities: plan for entry and exit ● Say “We’re going to take a journey…” or “You hit on many of the key points” ● Connect each part of the content: “We just looked at _____. The question is how do we do ____? Let’s take a look at someone who is doing just that…” 	

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

**LEAD
PD
(con't.)**

9. Make it clear & concise:

- Reduce your words and cut all extra “throwaway” language
- Give clear, concise directions, breaking them down to bite-size steps, and delivering one at a time. (“Open to pg. 6 in your handout [wait]. You have 5 min to script. Go.”)

10. Punch the core ideas

- Create Core Idea slides to drive home your most important points.
- Plan your transition into the Core Idea - “So we’ve come to a Core Idea…” Say the key line, pause, then say, “Think about the significance of this.” Then re-state it.
- Narrate why this Core Idea is important

11. Connect—engage the participants:

- Use participant names; use the collective “we”
- Break the plane: circulate around the room
- Honor their expertise (even when it’s not apparent): “Just like Keith said…”
- Utilize frequent Turn & Talks to get them to participate in the thinking
- Ask the “why” during large group sharing: “Why is this important?” “What is the purpose?”

12. Bring it:

- Keep an open face:
 - Watch your eyes: look at the audience
 - Keep your eyebrows up: don’t let them furrow!
- Modulate the inflection in your voice to convey excitement
- Be all in: believe that this is the greatest thing to practice and get right. Don’t let your energy drop even if participants aren’t excited
- Use clam, slow hand movements

13. Create the illusion of speed with appropriate pacing/time management

- Before session, determine which activities can be shortened/skipped to account for pacing issues.
- Tightly manage transitions, sharing clear instructions for each activity.
- Make strategic on-the-fly adjustments to the agenda based on the pulse or needs of the group.
- Intentionally design reflection time to capture takeaways and help participants write their action steps.

14. Facilitate discourse when the comments go off track:

- Roll back: repeat the participant’s answer so that she can self-correct.
- Say “Reactions? What do you think?” Then call on someone who will give a strong answer in response to the off-track answer. Ask that person, “Why is that important?”
- Redirect them back to the core question:
 - “The key question is how are we increasing student achievement with _____. We have to justify our answer with that in mind.”
 - “Hold that question. You and I can talk about that at the break. But first I want to answer the question on the PowerPoint slide.”
- Wait until the right moment (If the question/comment will be addressed later in the PD): “Great question: we will address that directly in the next part of the PD.”

MONITOR

15. Actively monitor and follow up to achieve 90+% implementation

- Conduct school-walkthroughs post-PD and provide RTF on PD objective.
- ID individual teachers who have not mastered/are not implementing the PD objective.
- Plan additional follow up (modeling, focused observation & feedback, practice, recurring small group PD).

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

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PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

LEVER	KEY ACTIONS IN SEQUENCE
LEADING STAFF CULTURE	PLAN
	1. Set the vision for staff culture <ul style="list-style-type: none"> ● Name the behaviors you wish to see (connected to belief in the mission and hunger to learn). ● Set clear roles for staff and weekly schedules. ● Design the meeting/PD where you will roll out your vision. ● Create and use a tracker to track regular positive staff interactions.
	ROLL-OUT
	2. Lead PD of your vision <ul style="list-style-type: none"> ● Develop a concise and compelling story about why you do this work. ● See It and Name It: give exemplar of the routines and habits that will support positive staff culture. ● Do It: practice implementing that culture
	EXECUTE
	3. Lead by Example <ul style="list-style-type: none"> ● Faithfully implement all the norms of the staff culture. ● Always state the why: use regular communication to remind everyone of the mission and the important role they play in achieving it. 4. Build relationships and be present: <ul style="list-style-type: none"> ● Conduct quarterly/monthly check ins with staff members you do not regularly coach. ● Be present and have “small talk” in staff work spaces, at social events, and at other less-structured times. ● ID bellwether staff members and seek their input on staff culture on a regular basis. ● Respond to harsh feedback/poor staff culture moments with emotional constancy.
	MONITOR
5. Assess the quality of staff culture (keep your ear to the rail) <ul style="list-style-type: none"> ● Name key staff members as leaders of that vision and establish regular touchpoints with them focused on staff culture. ● Administer staff surveys and develop questions based on focus areas identified in data. ● ID trends in staff survey data and establish 1-2 focus areas to improve. 6. Identify and close the gap—create a plan to realign the school to your staff culture vision <ul style="list-style-type: none"> ● Identify gap between current staff culture and ideal staff culture. ● Develop 3-4 high-leverage, specific action steps to respond to poor culture. ● Communicate your actions to staff with reference to their feedback. 7. Lead accountability conversations with staff members who are not implementing the vision: <ul style="list-style-type: none"> ● State what happened: ask if this assessment is accurate or what they would add/change ● State what was communicated by these actions (e.g., “When you arrived late to PD, you sent a message—even if you didn’t intend to do so—that PD doesn’t matter or that you don’t need it.”) ● Let the staff member react and state what she was intending/feeling: ● State or identify the gap between her intent and what was communicated. ● Jointly name the actions to improve for next time. 	
MANAGING LEADERSHIP TEAMS	1. Apply all actions steps for principals to other instructional leaders (ILs) in the school. 2. Evaluate IL performance using observations of their coaching and student data. 3. Build and leverage your leadership team: <ul style="list-style-type: none"> ● Hold a weekly leadership team meeting with a good ratio of speaking to listening. ● Develop norms and hold team accountable for strong teamwork. ● Develop agendas to enable principals to share data, share initiatives, and get feedback. ● Motivate and inspire your team to lead the rest of the school.

PRINCIPAL ACTION STEPS

Sequence of Highest Leverage Action Steps for Principal Managers

Appendix 7



Governance

Articles of Incorporation

Corporate Bylaws

Conflict of Interest Code

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of ACE Charter School, a California nonprofit public benefit corporation.
2. Article II of the Articles of Incorporation of this Corporation is amended to read as follows:

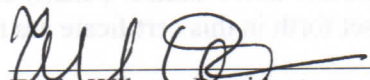
The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate,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

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

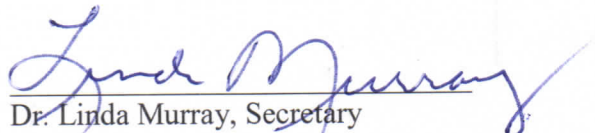
3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

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

Date: APRIL 19, 2017


Tania Wilcox, President

Date: MAY 8, 2017


Dr. Linda Murray, Secretary

CERTIFICATE OF AMENDMENT
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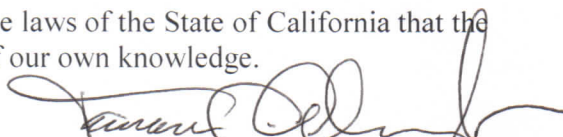
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3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

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

Date: 8-17-2015



Tamara Alvarado, President

Date: _____

Susan Hammer, Secretary

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

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

JUL 31 2007

I.

The name of the Corporation shall be ACE Charter School.

II.

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

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

III.

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

Greg Lippman
1100 Shasta Avenue
San Jose, CA 95126

IV.

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

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

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

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

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

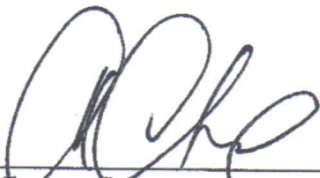
V.

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

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: 7/30/07



Andrea Sexton, Incorporator



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

ARTICLE I NAME

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

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

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

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

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

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

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

ARTICLE IV CONSTRUCTION AND DEFINITIONS

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

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or

provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

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

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

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place within the physical boundaries of Santa Clara County, California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS.

- a. The number of directors shall be no less than nine (9) and no more than thirteen (13) unless changed by amendments to these bylaws.
- b. At least one (1) Parent Representative seat shall be reserved for each charter school operated by the Corporation. To hold a position as Parent Representative, an individual will be required to have a child currently attending a charter school operated by the Corporation. Parent representative candidates will be nominated by the parent leadership councils at the ACE schools. Parent Representatives shall be appointed by the ACE Board of Directors. Parent Representatives shall be appointed at the regular meeting of the Board of Directors.
- c. With the exception of the authorizer appointed representatives and the Parent Representatives, all other director positions shall be held by community members, with expertise in finance, law, non-profit

governance, fundraising, school leadership, and academic program development.

d. If one or more authorizers appoint a representative to the Board of Directors as allowed by Education Code Section 47604(c), the number of directors may be increased by one to assure an odd number of directors.

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

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

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

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

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

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporation funds may be expended to support a Board of Directors nominee.

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

required to be appointed at such meeting; and (e) the failure of a Parent Representative to have a child currently attending a charter school operated by the Corporation.

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

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

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

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for a vacancy in the seat of a representative of an authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (c) a sole remaining director. A vacancy in the seat of a representative of an authorizer shall be filled by the authorizer or designee.

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

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall generally be held at the principal office of the Corporation in Santa Clara County. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Santa Clara County, California, that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., ("Brown Act") as said chapter may be modified by subsequent legislation and Education Code Section 47604.1.

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

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

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual

meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Such posting shall occur in a physical location within the jurisdiction of the Charter Schools and also on the homepage of the ACE Charter Schools website with a direct and prominent link to the agenda.

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

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. Such posting shall occur in a physical location within the jurisdiction of the Charter Schools and also on the homepage of the ACE Charter Schools website with a direct and prominent link to the agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the following manner:

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

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

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

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

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

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

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

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

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

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

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

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

Section 26. COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Corporation and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090"), as set forth in Education Code Section 47604.1.

ARTICLE VIII OFFICERS OF THE CORPORATION

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

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

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

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

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

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

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

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

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the corporation, also known as the Chief Executive Officer, and shall supervise, direct, and control the corporation's activities, affairs, and officers

as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

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

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

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

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

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

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

ARTICLE IX CONTRACTS WITH MEMBERS

Section 1. CONTRACTS WITH BOARD MEMBERS. The Corporation shall comply with the Political Reform Act of 1974 and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

ARTICLE X CONTRACTS WITH EMPLOYEES

Section 1. **CONTRACTS WITH EMPLOYEES.** The Corporation shall not enter a contract or transaction in which an employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the ACE Charter School Conflict of Interest Code have been fulfilled. The Corporation shall not enter a contract or transaction in which an officer, employee, or consultant is financially interested unless the contract or transaction complies with the Political Reform Act of 1974 and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

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

ARTICLE XII INDEMNIFICATION

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

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

ARTICLE XIII INSURANCE

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

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

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

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

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

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

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

ARTICLE XVI REQUIRED REPORTS

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

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

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

ARTICLE XVII BYLAW AMENDMENTS

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

ARTICLE XVIII FISCAL YEAR

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

ACTING CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the ACE Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of this corporation as adopted by the Board of Directors on September ____, 2020 and that these bylaws have not been amended or modified since that date. Executed on September ____, 2020 at San Jose, California.

ACE Charter School Secretary

Dr. Linda Murray

ACE CHARTER SCHOOL

CONFLICT OF INTEREST CODE

I. ADOPTION

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

The terms of the Model Conflict of Interest Code set forth in Title 2, Section 18730 of the California Code of Regulations, and any amendments to the Model Conflict of Interest Code subsequently adopted by the Fair Political Practices Commission, are hereby incorporated by reference. The incorporation pages, Regulation 18730, and the attached Appendices designating positions and establishing disclosure categories, shall collectively constitute the Conflict of Interest Code of ACE Charter School. The full text of 2 CCR § 18730 may be found at <http://www.fppc.ca.gov/content/dam/fppc/NSDocuments/LegalDiv/Regulations/Index/Chapter7/Article2/18730.pdf>.

II. DEFINITION OF TERMS

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

III. DESIGNATED EMPLOYEES

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

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interests (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category to which the employee’s position is assigned in “Exhibit A.”

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

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

Statements Filed with the Charter School. All Statements shall be filed with the Charter School. If a statement is received in signed paper format, the Charter School’s filing official shall make and retain a copy and forward the original of this statement to the filing officer, the County of Santa Clara Clerk of the Board of Supervisors. If a statement is electronically filed using the County of Santa Clara’s Form 700 e-filing system, both the Charter School’s filing official and the County of Santa Clara Clerk of the Board of Supervisors will receive access to the e-filed statement simultaneously.

Statements retained by the Charter School are public records available for public inspection and reproduction pursuant to Government Code section 81008.

V. DISQUALIFICATION

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

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

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

B. Governing Board Member Designated Employees

Governing Board members shall comply with all applicable laws and adopted policies relating to potential conflicts of interest. As required under applicable laws, Governing Board members shall disclose a disqualifying interest at the meeting during which the item in which the member has a conflict is agendized. This disclosure shall be made part of the Board’s official record. To ensure the rest of the Board may hear an item in which a Governing Board member has a conflict of interest, the Governing Board member shall consult with legal counsel *prior* to the meeting during which consideration of the item takes place.

EXHIBIT A – CONFLICT OF INTEREST CODE

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Member of the Governing Board	1
Chief Executive Officer	2
Chief Financial & Operating Officer	2
Director of Schools	2
IT Manager	2
Principal	2
Consultant	4
Newly Created Position	*

*** Newly Created Positions**

A newly created position that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest of the position-holder, and which specific position title is not yet listed in Charter School’s conflict of interest code is included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Chief Executive Officer or designee may determine in writing that a particular newly created position, although a “designated position,” is hired to perform a range of duties that are limited in scope and thus is not required to fully comply with the broadest disclosure requirements, but instead must comply with more tailored disclosure requirements specific to that newly created position. Such written determination shall include a description of the newly created position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

As soon as the Charter School has a newly created position that must file statements of economic interests, the Charter School’s filing official shall contact the County of Santa Clara Clerk of the Board of Supervisors Form 700 division to notify it of the new position title to be added in the County’s electronic Form 700 record management system, known as eDisclosure. Upon this notification, the Clerk’s office shall enter the actual position title of the newly created position into eDisclosure and the Charter School’s filing official shall ensure that the name of any individual(s) holding the newly created position is entered under that position title in eDisclosure.

Additionally, within 90 days of the creation of a newly created position that must file statements of economic interests, the Charter School shall update this conflict-of-interest code to add the actual position title in its list of designated positions, and submit the amended conflict of interest code to the County of Santa Clara Office of the County Counsel for code-reviewing body approval by the County Board of Supervisors. (Gov. Code Sec. 87306.)

EXHIBIT B – CONFLICT OF INTEREST CODE

Disclosure Categories

Disclosure Category 1

Persons in positions designated Category 1 must report:

- a) Interests in real property that are located in whole or in part within the boundaries or within two miles of the boundaries:
 - of any school district that has authorized an ACE Charter School charter school; or
 - of any land owned or used by ACE Charter School, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

- b) Investments in business entities that, business positions in business entities that, and income (including gifts, loans, and travel payments) from sources that:
 - are of the type that engage in the purchase or sale of real property or are engaged in building construction or design.
 - are engaged in the performance of work or services of the type to be utilized by ACE Charter School;
 - manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by ACE Charter School;

Disclosure Category 2

Persons in positions designated Category 2 must report: investments in business entities that, business positions in business entities that, and income (including gifts, loans, and travel payments) from sources that:

- are engaged in the performance of work or services of the type to be utilized by ACE Charter School;
- manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by ACE Charter School;

Disclosure Category 3

Persons in positions designated Category 3 must report: investments in business entities that, business positions in business entities that, and income (including gifts, loans, and travel payments) from sources that:

- are engaged in the performance of work or services of the type used by the department for which the designated employee is responsible;
- manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type used by the department for which the designated employee is responsible.

Disclosure Category 4

Consultants, as defined for purposes of the Political Reform Act, shall disclose pursuant to the broadest disclosure category in the Charter School's conflict of interest code subject to the following limitation: The Chief Executive Officer or designee may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such a determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection in the same manner and location as this conflict of interest code.

Appendix 8



Health, Wellness, and Safety Policies

ACE Student and Family Policy Manual
ACE Empower School Site Safety Plan

ACE Charter Schools Student and Family
Policy Manual
2020-2021

ACE Charter Schools Student and Family Policy Manual

Table of Contents

Academic Policies	Page 4
<i>English Learners</i>	Page 4
<i>Authorized Comprehensive Sexual Health Education</i>	Page 4
<i>Mathematics Placement Policy</i>	Page 10
<i>Special Education</i>	Page 12
<i>Section 504 Policy</i>	Page 15
Admission and Attendance Policies	Page 29
<i>Academic Integrity Policy</i>	Page 29
<i>Admissions and Public Drawing</i>	Page 30
<i>Attendance Policy</i>	Page 30
<i>Student Truancy Policy</i>	Page 33
<i>Student Illness Policy</i>	Page 36
<i>Independent Study</i>	Page 39
<i>Missed and Make-up Work Policy</i>	Page 41
<i>Hall Pass Policy</i>	Page 41
Dress Code Policy	Page 43
Transportation Safety Plan	Page 47
Field Trip Policy	Page 52
Health and Wellness Policies	Page 57
<i>Immunizations Policy</i>	Page 58
<i>Medications and Epi-Pens</i>	Page 61
<i>Mental Health Services</i>	Page 65
<i>Youth Suicide Prevention Policy</i>	Page 66
<i>Wellness Policy and School Nutrition Program</i>	Page 74
<i>Nutrition</i>	Page 74
<i>National School Lunch Program</i>	Page 79
<i>Emergency Preparedness</i>	Page 83
Parent and Family Policies	Page 85
<i>Visitors Policy</i>	Page 85
<i>Volunteer Policy</i>	Page 87
<i>Title I Parent Involvement Policy</i>	Page 88
Student Rights and Engagement Policies	Page 96
<i>Employee Interactions with Students</i>	Page 96
<i>Educational Records and Student Information Policy</i>	Page 99
<i>Human Rights Policy</i>	Page 106
<i>Education for Foster and Mobile Youth Policy</i>	Page 106
<i>Education for Homeless Children and Youth Policy</i>	Page 113
<i>Child Neglect and Abuse</i>	Page 117
<i>Gun-Free Schools Act</i>	Page 117
<i>Pregnant and Parenting Students</i>	Page 117
<i>Publication Code Policy</i>	Page 118
Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy	Page 122
<i>Cyberbullying Prevention Procedures</i>	Page 125

ACE Charter Schools Student and Family Policy Manual

<i>Title IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form</i>	Page 129
<i>Prohibition of all Tobacco Products</i>	Page 130
<i>Student Use of Technology</i>	
Page 131	
<i>Personal Cell Phones and Electronic Signaling Devices</i>	Page 137
Suspension and Expulsion Policies and Procedures	Page 140
General Complaints Policy	Page 160
<i>General Complaint Form</i>	Page 162
Uniform Complaint Policy and Procedures	Page 164
<i>Uniform Complaint Procedure Form</i>	Page 171
Glossary	Page 174

ACADEMIC POLICIES

ACE Charter Schools Student and Family Policy Manual

Curriculum Overview

The curriculum is driven by clear performance standards for what students should know and be able to do at each grade level to be successful in top quality high schools and colleges. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards.

We use knowledge about student skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers will give students and parents/guardians progress reports about student performance regularly. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will receive two (2) report cards per year along with progress reports. You should feel free to contact any of your child's teachers regarding his/her progress at any time.

English Learners³

ACE is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. ACE will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. ACE will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. The EL program provides a comprehensive integrated program integrating ELD standards in all classes, with a designated ELD program for newcomers and Level 1 and Level 2 English Learners.

Authorized Comprehensive Sexual Health Education

The ACE Board of Directors ("Board") has been adopted a Comprehensive Sexual Health Education Policy to meet the Legislative intent of the California Healthy Youth Act ("CHYA") as follows:

1. Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus ("HIV"), other sexually transmitted infections, and from unintended pregnancy
2. Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
3. Promote understanding of sexuality as a normal part of human development

ACE Charter Schools Student and Family Policy Manual

4. Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
5. Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

The full policy can be found in the ACE Charter Schools Student and Family Policy Manual. A copy of the policy manual is available upon request at the School Office and on our website, <https://www.acecharter.org/ace-documents/>.

Instruction to Students⁵

The CHYA requires that comprehensive sexual health education² and HIV prevention education⁴ be provided to all ACE students in grades 7 to 12, inclusive, at least once in middle school or junior high school and once in high school.

In compliance with the CHYA, ACE will ensure that all students in grades 7 to 12, inclusive, are provided the following instruction:

1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate⁶ information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration (“FDA”) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.

ACE Charter Schools Student and Family Policy Manual

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
 - a. Parenting, adoption, and abortion.
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger., pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
 - c. The importance of prenatal care.
10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
 - a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
 - b. Information on how social media and mobile device applications are used for human trafficking.
11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.
12. Information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

Further, ACE shall ensure that all instruction satisfies the following criteria:

1. Instruction and materials shall be age appropriate.¹
2. All factual information presented shall be medically accurate and objective.
3. All instruction and materials shall align with and support the purposes of Education Code Section 51930(b)(1)-(5) as stated in this Policy and shall:
 - a. Be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.
 - b. Be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided pursuant to applicable law.

ACE Charter Schools Student and Family Policy Manual

- c. Be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
- d. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
- e. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
- f. Teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
- g. Encourage a student to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
- h. Teach the value of and prepare students to have and maintain committed relationships such as marriage.
- i. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
- j. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.
- k. Not teach or promote religious doctrine.

In-Service Training

ACE shall cooperatively plan and conduct in-service training for all ACE personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.

In developing and providing in-service training, ACE shall cooperate and collaborate with the teachers of the ACE who provide HIV prevention education and with the department.

In-service training shall be conducted periodically to enable ACE personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for ACE personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.

ACE may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for ACE personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

Guest Speakers

ACE may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to

ACE Charter Schools Student and Family Policy Manual

deliver comprehensive sexual health education and HIV prevention education or to provide training for ACE personnel.

All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction.

Parental Consent

ACE encourages students to communicate with their parents or guardians about human sexuality and HIV and to respect the rights of parents or guardians to supervise their children's education on these subjects. ACE intends to create a streamlined process to make it easier for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their children from participation in all or part of that instruction or evaluation. ACE recognizes that while parents and guardians overwhelmingly support medically accurate, comprehensive sex education, parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.

A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. ACE shall not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

Notwithstanding Education Code Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the pupil's attitudes concerning or practices relating to sex, may be administered to any pupil in grades 7 to 12, inclusive. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. ACE shall not require active parental consent ("opt-in") for these tests, questionnaires, or surveys in grades 7 to 12, inclusive. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to ACE.

Annual Notice

At the beginning of each school year, or, for a pupil who enrolls in a school after the beginning of the school year, at the time of that pupil's enrollment, ACE shall notify the parent or guardian of each pupil about instruction in comprehensive sexual health education and HIV prevention education and research on pupil health behaviors and risks planned for the coming year. The notice shall do all of the following:

ACE Charter Schools Student and Family Policy Manual

1. Advise the parent or guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.
2. Advise the parent or guardian whether the comprehensive sexual health education or HIV prevention education will be taught by ACE personnel or by outside consultants. Charter School may provide comprehensive sexual health education or HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers, but if it elects to provide comprehensive sexual health education or HIV prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent or guardian to request a copy of this Policy. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than fourteen (14) days before the instruction is delivered.
3. Include information explaining the parent's or guardian's right to request a copy of this Policy and/or Education Code sections 51930-51939.
4. Advise the parent or guardian that the parent or guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to ACE.

For Students who Opt-Out

A pupil may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks, if Charter School has received a written request from the pupil's parent or guardian excusing the pupil from participation.

A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking,

ACE Charter Schools Student and Family Policy Manual

techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of instruction on prevention of human trafficking. An opt-out form is available and will be sent through the school website a one week prior to this instruction for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

ACE CHARTER HIGH SCHOOL MATHEMATICS PLACEMENT POLICY

This Policy of the ACE Board of Directors (“Board”) for ACE Charter High School has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
 - a. Eighth grade mathematics classroom assignment;
 - b. Final grade in mathematics on the student’s official, end of the year 8th grade report card;
 - c. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”);
 - d. Placement tests that are aligned to state-adopted content standards in mathematics:
 - i. A remedial test to determine if entering 9th graders require a support class to be taken concurrently with Integrated Math I.
 - ii. The Integrated Math I final exam to determine if entering 9th graders are ready for acceleration into Integrated Math II.
 - e. Recommendation, if available, of each student’s 8th grade mathematics teacher based on classroom assignment and grades;
 - f. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year; and/or
 - g. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit

ACE Charter Schools Student and Family Policy Manual

reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

3. The Charter School Principal, or designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this Policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and the student's parent or legal guardian who questions the student's placement, as follows:
 - a. A parent/legal guardian of any 9th grade student may submit a written request to the ACE Principal, or designee, that:
 - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt of the written request, the ACE Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - ii. Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt of the written request, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this Policy. Based on this assessment, the Principal or designee must determine whether the most

ACE Charter Schools Student and Family Policy Manual

appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.

- b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.
5. The Charter School shall ensure that this Mathematics Placement Policy is posted on its website.
 6. This Policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

The complete policy is also located on the School's website at [>> ACE Charter High School >>](https://www.acecharter.org) ACE Charter High School Mathematics Placement Policy.

Special Education

ACE's approach to educational support services is one of inclusion for a full spectrum of distinct learners. We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. ACE provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Charter School Special Education Local Plan Area ("SELPA"). These services are available for special education students enrolled at ACE. Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and shall receive special education services according to a written Individualized Education Plan ("IEP"). We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. ACE collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

ACE Charter Schools Student and Family Policy Manual

Pursuant to the Individuals with Disabilities Education Improvement Act (20 U.S.C. §§ 1400 et. seq) and relevant state law, ACE is responsible for identifying, locating, and evaluating children enrolled at ACE with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State. ACE shall not deny nor discourage any student enrollment due to a disability, if the placement is available.

Individualized Education Program (“IEP”) Team Meetings

For students who are found eligible for special education, ACE shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

ACE shall also review, at the request of a student’s general or special education teacher, the assignment of an individual with exceptional needs to his/her class and a mandatory meeting of the IEP team shall be convened if the review indicates a change to the student’s placement, instruction, related services, or any combination thereof may be required. The School Psychologist and Special Education Lead shall be responsible for completing the review within fifteen (15) school days of the teacher’s request.

Non-Public Non Sectarian Services

ACE may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at ACE is not available. When entering into agreements with nonpublic, nonsectarian schools or agencies, ACE shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student’s IEP.

ACE shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Resource Specialist Program

ACE shall employ or contract with certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to:

1. Providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for a majority of the school day. Students shall not be enrolled in a resource specialist program for the majority of the school day without approval of the IEP team;
2. Providing information and assistance to students with disabilities and their parents/guardians;
3. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members;
4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program;

ACE Charter Schools Student and Family Policy Manual

5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team;
6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life; and
7. Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

ACE's resource specialist program shall be under the direction of a resource specialist who possesses:

1. A special education credential or clinical services credential with a special class authorization;
2. Three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing; and
3. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The principal shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or SELPA policy.

No resource specialist shall have a caseload which exceeds 28 students, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, Section 3100.

Transportation

Charter School shall ensure appropriate, no cost transportation services are provided for students with disabilities as specified in their IEP as a related service when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan in coordination with their regular home-to-school transportation. Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. 571.222). ACE shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

The Principal or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Principal or designee shall ensure that the contract includes

ACE Charter Schools Student and Family Policy Manual

general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers or persons training the dogs.

ACE shall ensure that all school buses, school pupil activity buses, youth buses and child care motor vehicles are equipped with an operational child safety alert system. Charter School shall ensure that all buses are equipped with a passenger restraint system.

Information on the Number of Individuals with Exceptional Needs

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

Procedural Safeguards

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy. Please see <https://charterselpa.org/parent-resources/> for a copy of your procedural safeguards.

If you believe your child may be eligible for special education services, please contact Lucas Kelleher, Director of Student Services at lkelleher@acecharter.org or (408) 295-6008 to request a special education evaluation.

SECTION 504 POLICY

The Board of Directors of ACE recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulations have been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments¹³ that substantially limit one or more major life¹² activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation

ACE Charter Schools Student and Family Policy Manual

of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The ACE's Principal or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options.⁷ The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If ACE does not assess a student after a parent has requested an assessment, ACE shall provide notice of the parent's/guardian's procedural safeguards within fifteen (15) days. ACE shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. ACE shall periodically review the student's progress and placement.

ACE does not discriminate on the basis of disability or any other characteristic protected under law. ACE will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES

Referral, Assessment and Evaluation⁹ Procedures

1. ACE will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.⁸
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator¹⁴ who will convene a

ACE Charter Schools Student and Family Policy Manual

- 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. ACE has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
 4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
 5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
 6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
 7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but

ACE Charter Schools Student and Family Policy Manual

is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

- a. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
 - b. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
8. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

504 Plan^{10 15 16}

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section

ACE Charter Schools Student and Family Policy Manual

- 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
 9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
 10. ACE shall immediately implement a student's prior 504 Plan, when a student enrolls at ACE. Within thirty (30) days of starting school, ACE shall schedule a 504 Team meeting to review the existing 504 Plan. ACE shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant record
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Lucas Kelleher, Director of Student Services
ACE Charter Schools
1100 Shasta Avenue
San Jose, CA 95126

lkellher@acecharter.org | (408) 295-6008

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law

ACE Charter Schools Student and Family Policy Manual

3. The Principal or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with ACE or any district within the El Dorado County Charter SELPA or Santa Clara County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, ACE may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and ACE. Alternative dispute resolution options include
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Principal or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
8. The parent/guardian and the School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court

ACE Charter Schools Student and Family Policy Manual

11. ACE shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

Suspension and Expulsion, Special Procedures for Students with Disabilities

ACE shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 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. ACE will follow 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 ACE has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in 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. 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 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. 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, ACE, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If ACE, the parent, and relevant members of the 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.

ACE Charter Schools Student and Family Policy Manual

If ACE, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

- a. Conduct an FBA and implement a behavioral intervention plan (“BIP”) for such child, provided that ACE had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP 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 ACE agree to a change of placement as part of the modification of the BIP.

If ACE, the parent, and relevant members of the 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 504 Plan, then ACE 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.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if ACE believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ACE, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and ACE agree otherwise.

4. Special Circumstances

ACE 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 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

ACE Charter Schools Student and Family Policy Manual

- 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 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated ACE's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if ACE had knowledge that the student had a disability before the behavior occurred. ACE 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 ACE 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 ACE personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other ACE supervisory personnel.

If ACE 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 2004-eligible children with disabilities, including the right to stay-put. If ACE had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. ACE shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by ACE pending the results of the evaluation.

ACE shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

ACE Charter Schools Student and Family Policy Manual

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have ACE advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education.¹¹ This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have ACE make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by ACE.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from ACE to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If ACE refuses this request for amendment, ACE shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to ACE's Uniform Complaint Policy and Procedures. Please ask the Principal for a copy of ACE's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education

ACE Charter Schools Student and Family Policy Manual

San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from ACE for exercising any of these rights. Please contact Lucas Kelleher, lkelleher@acecharter.org, 504 Coordinator, c/o ACE Charter Schools, 1100 Shasta Ave #250, San Jose, CA 95126 or call 408-295-6008 with any questions regarding the information contained herein.

Availability of Prospectus

Upon request, ACE will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, ACE may charge for the prospectus in an amount not to exceed the cost of duplication.

Student-Involved Assessment

How do we know what you are learning and measure your progress? We want all our students to produce excellent work. Our standards are high, and we want to prepare students to have strong options for college and beyond. Assessment of student work helps students and their families understand what the student has learned and how the student has progressed in the different subject areas. Because our courses are designed around compelling topics, learning targets, and projects, we assess student learning in a variety of ways.

What is student-involved assessment? At ACE, summative assessment (the goal of summative assessments is to evaluate student learning at the end of an instructional unit. Examples of summative assessments include a midterm exam, a final project, or a paper) results are used to engage, support, and hold students accountable for rigorous learning and growth. Teachers learn how to actively involve students in the assessment process through practices that support assessments of learning, evaluate student mastery through cycle benchmarks and assessments for learning through summative assessments.

Students at ACE will have regular opportunities to present their work to parents and others through PLPs during student-led conferences, and exhibitions of learning.

What is a student-led conference? Twice a year, students at ACE will prepare and present student-led conferences. As the name suggests this is an opportunity for each student to present their PLP and demonstrate growth to his/her parent or guardian. Each conference lasts approximately 30 minutes with 20 minutes being reserved for the student presentation, 5 minutes for questions and 5 minutes for feedback from the student's homeroom teacher.

ACE Charter Schools Student and Family Policy Manual

What is an Exhibition of Learning? In addition to creating an annual portfolio, all students will also deliver an Exhibition of Learning (“EOL”). The purpose of the EOL is to share the student’s project-based work with parents, teachers, administrators, invited guests, relatives and friends. Successful completion of the EOL is one of the mandatory components of their final grade.

Will I have tests and quizzes? Yes. To support your work during each course, students must learn specific knowledge and skills. They will be given tests and quizzes as one way of showing what they have learned and are able to do.

Which standardized tests will I take, when, and why? Students at ACE take the same district and state tests that all other California public school students take.

The School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress. Please see the section above on this specific assessment) In addition, ACE will also administer:

- **The English Language Proficiency Assessments for California (“ELPAC”)** is given to all grades of students whose native language is other than English.
 - ELPAC Testing Window: February 1 – May 31
- **The California Standardized Test** in Science is given to 5th, 8th & 10th grades.
- **The Smarter Balanced Assessment** is a computer-adaptive test that allows students to demonstrate what they know. This assessment is based on Common Core State Standards (“CCSS”) for English Language Arts and Mathematics. Notwithstanding any other provision of law, a parent’s or guardian’s written request to the Principal to excuse his or her child from any or all parts of this state assessment shall be granted.
 - For grades 3-8 and 11
 - Smarter Balanced testing window is late April to May

Student attendance must always be a priority for learning. Students are highly discouraged from missing school during these testing windows.

When will I get Progress Reports, Report Cards and PLP’s? Progress Reports, Report Cards, or PLPs will be sent home or presented before or on the following dates:

- During Student Led Conferences in October
- December Break
- During Student-Led Conferences in February or March
- One week after the last day of school
- As outlined in a special education student’s IEP

How will I know if I have demonstrated growth? Progress reports will be sent home regularly, and the reports will detail areas of improvement and areas of strength. Through progress reports, students will have the opportunity to identify and address issues early.

ACE Charter Schools Student and Family Policy Manual

What is ACE's Vision of Growth for students? Students at ACE will demonstrate growth in all subjects, including English, Math, Science and History, by demonstrating one of the following:

- Make consistent progress towards passing with a 70% or above in the final cumulative semester report card for English, Math, Science, and History.
- 1.5 years of growth in English, Math, and Science as measured by the Northwest Evaluation Association ("NWEA") pre- and post-tests each year.
- Have maintained an attendance rate above that of the school target of 96%.
- Have met or exceeded their personal goals set at the beginning of the school year for Proficiency levels in Math, English, G.P.A. and ACT (for high school students only).

Am I allowed to make up work? It is the student's responsibility to consult with each of his/her teachers to make sure s/he is aware of all assignments. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one (1) day, then he or she will have one (1) day to make up any missed work.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five, seven, nine, and eleven whose parents or guardians provide written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

CAL Grant Program Notice

ACE is required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or Parent, if the Student is under 18) has opted out by or by January 1.

ACE Charter Schools Student and Family Policy Manual

ACE CHARTER SCHOOLS ADMISSION AND ATTENDANCE POLICIES

Academic Integrity Policy

Personal integrity is essential to a quality education and a healthy academic environment. The pursuit of excellence in education at ACE requires an atmosphere of academic honesty, as does the nature of our community. In our goal to help develop students' character and intellect, we strive to teach by example the importance of truth and trust in curricular, co-curricular and extracurricular activities. In order to create and maintain a strong sense of personal honor and integrity in the ACE community, every member should respect and support the philosophy and guidelines of the academic integrity policy.

Academic dishonesty includes, but is not limited to, the following:

- Copying, or allowing another student to copy the following: homework, vocabulary lessons, worksheets, essays, research papers, test answers, or lab reports that will be graded and/or require the Honor Pledge (we acknowledge that teachers may give permission to work cooperatively on some assignments).
- Having in your immediate possession unauthorized materials (e.g., cell phone, study notes, class notes, etc.) that could be of assistance during testing or another form of evaluation. It is the student's responsibility to remove all such material from close proximity to him/her during a test or another form of evaluation.
- Having material written on skin or clothing which is considered to be of assistance in completing a graded assignment.

Plagiarizing encompasses, but is not limited to, the following:

- Presenting as one's own, the works or the opinions of someone else without proper acknowledgement.

ACE Charter Schools Student and Family Policy Manual

- Borrowing of the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgement through footnotes or endnotes.
- Some examples are: having a parent or another person write an essay or do a project which is then submitted as one's own work; using the Internet to locate prepared essays or papers to submit as original work AND/OR failing to use proper documentation and bibliography.

For a first time offense, the student may be allowed to redo the assignment, but cannot receive full credit. For all subsequent offenses, the student will receive “No Credit” on the assignment and will not have the opportunity to redo the assignment. If a student is caught cheating during an exam he or she will receive “No Credit” for the assessment and will not have the opportunity to retake the same exam.

Admissions and Public Drawing

Non-discriminatory Admission Procedures: Although ACE exclusively targets underserved students, the School is a free, public school open to all California residents without regard to prior academic achievement or the residence of the pupil or his or her parents in the State of California except as is required by Education Code Section 47605(d)(2)(B). Students shall be considered for admission without regard to ethnicity, national origin, gender, gender expression, gender identity, disability or sexual orientation or any other characteristic described in Education Code Section 220. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition of enrollment in ACE.

Public Random Drawing: Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than available spaces. If the school receives more applicants than available spaces, admission, with the exception of existing students, will be determined by public random drawing. The public random drawing will be conducted in accordance with applicable state and federal law. All returning students will be admitted before the public random drawing. In the drawing, applicants are given preference in the following order:

- 1) Students currently enrolled in an ACE School
- 2) Siblings of current Charter School students
- 3) District resident students
- 4) All other applicants

ACE Charter Schools Student and Family Policy Manual

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 waitlist to be used to fill spaces that may arise during the school year.

Attendance Policy

All students are required to maintain 96% attendance to maintain their status as an ACE student (no more than six (6) unexcused absences in the school year). It is the legal responsibility of all parents and guardians to ensure regular school attendance. If a student is absent, the student or parent/guardian must verify the reason for the absence for it to be considered excused, as described below. If the reason for the absence is not verified with the School office within three (3) school days after the student's return to school, the absence will be marked as an unexcused absence.

The Board of Directors of ACE Charter Schools adopted this Attendance Policy in recognition of the following:

- Attendance patterns often have a direct link with student achievement.
- Frequent absences hurt academic performance.
- California state law mandates that unless students have an excused absence as described below, they must be in school on time every day.

Excused absences shall be limited to the following:

1. Student illness with a note from a parent, guardian or healthcare professional (see Policy on Student Illness, below).
2. Quarantine under the direction of a county or city health officer.
3. Student medical, dental, optometric, or chiropractic appointments:
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Bereavement (for member of immediate family)
 - a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's household.
5. Observance of religious holiday or participation in religious instruction or exercises
 - a. The student shall be excused for this purpose on no more than four (4) school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from the doctor.
8. To permit the pupil to spend time with an immediate family who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted

ACE Charter Schools Student and Family Policy Manual

pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of ACE.

9. For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302.
10. Attendance at the pupil's naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.
12. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code Section 48225.5.
13. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
14. Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Principal or designee pursuant to uniform standards established by the Board.
15. Authorized at the discretion of a school administrator based on the facts of the student's circumstances.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court.
2. Attendance at a funeral.
3. Attendance at religious retreats for no more than four (4) hours during a semester.
4. Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon a written request by parent and approval by the Principal or designee for no more than three (3) consecutive days.

For any of the above reasons, parents/guardians must notify their child's School office within three (3) days after the student's return to school. This notice must be provided to the main School office. **All other absences shall be considered unexcused including absences for family vacations and/or trips. Please be aware that all absences will remain unexcused until proper documentation is delivered to the main School office within three (3) school days after the student's return to school.**

Method of Verification of Attendance

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

ACE Charter Schools Student and Family Policy Manual

1. Signed, written note from parent/guardian, parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification, pursuant with the Policy on Student Illness, below.
 - a. A note from a physician (or healthcare professional) is required for a continuous absence, in which the student is absent for three (3) or more consecutive school days, due to illness or injury.
 - b. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - c. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had five (5) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Student Truancy¹⁹ Policy

A student shall be identified as a truant at ACE when he/she:

1. Is absent without a valid excuse for three (3) or more school days (consecutive or nonconsecutive) in one school year; or
2. Is tardy on three (3) or more occasions in one school year (A "tardy" is defined as being absent for more than any 30-minute period during the school day without a valid excuse); or
3. Any combination of the above.

ACE will adhere to their protocols for handling truanancies. Some consequences that can be administered to the families of students who are truant include:

- Meeting with a school site administrator
- Shadowing the student for a day
- Additional academic supports be assigned, including before, after and weekend study programs
- Referrals to counseling services and or Parenting Workshops
- Home visits by school site personnel
- After school detention

ACE Charter Schools Student and Family Policy Manual

- Attendance contract
- Student Retention
- Required school counseling
- Loss of Field Trip privileges
- Loss of School Event privileges
- Required remediation plan as set by the School administration
- Notification to the District Attorney pursuant to Education Code Section 48260.6.

Truancy notifications will be sent home to families by U.S. Mail or electronic mail, if provided, and in the home language indicated on the student's records, which shall provide notification of the legal statutes applying to student attendance, specific information related to the student's unexcused absences will also be included in the notice.

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by Executive Director or designee. In addition, the student's classroom teacher may also call home and/or ACE may send the parent an email notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from ACE notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to ACE. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #2 – Habitual Truant²⁰ Classification Notice and Conference Request,**" notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, ACE will consult with a school counselor regarding the appropriateness of a home visitation and/or case management
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting**" and the student will be referred to a Student Success Team (SST) and the School attendance review team ("SART").
5. The SART panel will be composed of a school administrator, teacher and or school counselor. The SART panel will discuss the absence problem

ACE Charter Schools Student and Family Policy Manual

with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.

The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

- a. Parent/guardian to attend school with the child for one day
- b. Student retention
- c. After school detention program
- d. Required school counseling
- e. Loss of field trip privileges
- f. Loss of school store privileges
- g. Loss of school event privileges
- h. Mandatory Saturday school
- i. Required remediation plan as set by the SART
- j. Notification to the District Attorney

The SART panel may discuss other school placement options.

Notice of action recommended by the SART will be provided in writing to the parent/guardian.

2. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from ACE, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.
3. For all communications set forth in this process, ACE will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update ACE with any new contact information.
4. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to ACE's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described

ACE Charter Schools Student and Family Policy Manual

below. The Involuntary Removal Process can be started immediately upon ACE receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).

Policy on Student Illness

Repeated absences due to student illness are of great concern to the school. ACE is concerned for the child's health and welfare, the child's risk of falling behind in school, and the significant loss of state funding because of the child's absence from school. ACE wants to make sure that genuinely sick children get medical care when warranted.

1. All student illnesses are counted as unexcused absences unless the school receives a signed note from a parent, guardian, or healthcare professional verifying the illness.
2. Upon reaching five (5) unexcused or excused absences due to student illness within a semester period:
 - a. The student is required to submit a signed note from a healthcare professional to the School for all subsequent absences that semester.
 - b. If a signed note is not submitted, the student may be classified as a truant and referred to the protocol detailed above for trancies pursuant to this policy.
3. Any illness which results in a student missing three (3) or more consecutive school days shall be verified by a healthcare professional. Pursuant to this Policy, if a child is absent for five (5) or more consecutive days for illness without documented proof of attention from a healthcare professional, ACE will alert the local Child Protective Services ("CPS") to a case of possible neglect of medical needs.

Because regular attendance is demonstrative of the student and family's commitment to the student's education, perfect and regular attendance at ACE will be rewarded. Students will be recognized for perfect attendance at the end of each grading cycle, semester, and end of year. In order for students to be recognized for Perfect Attendance, they must meet the following criteria:

- No full-day or partial absences (including excused absences such as doctor's appointments)
- No tardies (including academic, intervention, and elective courses)

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first five (5) days of the school year, ACE will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify ACE of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of the school year will be disenrolled from the ACE

ACE Charter Schools Student and Family Policy Manual

roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in ACE
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year will receive a letter indicating the student's risk of disenrollment
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year will receive a phone call reiterating the content of the letter
4. ACE will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6th) day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon ACE receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. ACE will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend ACE and the disenrollment within thirty (30) days of the disenrollment.

Involuntary Removal Process

No student shall be involuntarily removed by ACE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with ACE's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until ACE issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to ACE's suspension and expulsion policy.

Upon parent/guardian request for a hearing, ACE will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of ACE's expulsion hearing process.

ACE Charter Schools Student and Family Policy Manual

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If a parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent ACE from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney

It is ACE's intent to identify and remove all barriers to the student's success, and ACE will explore every possible option to address student attendance issues with the family. For any unexcused absence, ACE may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, ACE shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Late Policy

Students are expected to report to ALL classes on time every day. When students are late for class, (e.g., being absent for more than any 30-minute period during the school day without a valid excuse) they miss important instruction and assignments. Chronic lateness²¹ (which is classified as being absent from school for more than 30-minutes during the school day without a valid excuse for 10 percent or more of the school days in one (1) school year, from the date of enrollment to the current date) to school and/or class will result in disciplinary action. Students are required to make up any work missed due

ACE Charter Schools Student and Family Policy Manual

to lateness. Lateness will be tracked and communicated consistent with the Attendance Policy.

Independent Study

ACE may offer independent study to meet the educational needs of students enrolled in ACE. 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. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. ACE shall provide appropriate existing services and resources to enable students to complete their independent study successfully. Responsibilities of the parties participating in Independent Study are described in Education Code Section 51747.

At ACE, independent study contracts may be granted for a student on a very limited basis for one of the following reasons:

1. Extended illness, which shall mean an illness lasting more than three (3) consecutive school days.
2. Attendance at funeral services for a member of the immediate family, as described in the Attendance Policy.

To request an independent study contract, families **MUST** schedule an appointment with the Principal as soon as possible and when possible, at least two (2) weeks prior to the date for the requested independent study period.

Reasons that will prohibit an independent study contract from being granted include, but are not limited to, the following:

1. Vacations during the school year
2. Illness of a person other than the student, except for those considered as an excused absence as described in the Attendance Policy

The following written policies have been adopted by ACE Board for implementation at ACE:

1. For students in all grade levels offered by ACE, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be ten (10) school days.
2. When any student fails to complete half or the assignments during any period of ten (10) school days, the Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this Policy shall be treated as a mandatory interim student record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the student transfers to another California public school, the record shall be forwarded

ACE Charter Schools Student and Family Policy Manual

to that school. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a student's assignments and for reporting his or her progress.
 - The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
 - The specific resources, including materials and personnel, that will be made available to the student.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
 - Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
3. ACE shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
 4. The Principal shall establish regulations to implement these policies in accordance with the law.
 5. An individual with exceptional needs, as defined in Section 56026, shall not participate in independent study, unless his or her individualized education program specifically provides for that participation.

ACE Charter Schools Student and Family Policy Manual

Missed and Make-up Work Policy

Students will be required to make up any missed work due to absences or early dismissals. Teachers will provide students with specific guidelines for completion of make-up work. Faculty are not required to provide make-up work for students who were either in school and chose not to complete assignments or for students who had a series of unexcused absences. Completing those assignments will support student progress in the course but may result in fewer opportunities to show evidence of understanding the content, and therefore, require repeating a course.

Hall Pass Policy

Students are prohibited from being in the hallways during class time. With the teacher's approval, hall passes can be given to students 15 minutes after class begins and up to 15 minutes before class ends. Hall passes are used when students need to go to the bathroom or to the main office.

Transportation

All parents/families are responsible for the transportation of their child to and from ACE. In addition, parents must provide contact information and identification information for any person authorized to pick up their student.

Picking Up Children

Any person who comes to pick up a student must be listed on the emergency card of that child. No student will be dismissed to any person who is not listed on the child's emergency card unless the student's parent/guardian notifies the School's front office and identifies the adult who has permission to pick up the student on that day after verifying his/her identification. This notice may be made via the telephone or email.

For safety reasons, no student may leave campus with anyone who is not at least 18 years of age and who is not listed as an emergency contact in the main office unless the school's front office is previously notified as explained above. Parents must inform the office if a child has permission to walk home. To protect the safety of our students, they will only be permitted to leave School on their own if parents/guardians have provided a written authorization to the main office.

Early Departures

Parents who need to pick up their children early must first report to the School office to sign the child out. No students will be dismissed from the classroom without a note or phone call from the office. The note must be brought to the office before period 1 and the School office staff will contact the parent or guardian to verify the note. The office staff will then notify the student's teachers/advisor and give the student an early dismissal pass to show to their teacher at the time of early dismissal. All students must sign out at the front desk before leaving the building with an early dismissal. Please note that if a student misses more than three (3) hours of the school day, s/he will be counted absent for the full day.

ACE Charter Schools Student and Family Policy Manual

Dress Code Policy

The goal of ACE is to help low-achieving students change their academic trajectory and accelerate them toward proficiency as a stepping-stone to college. This preparation is not only academic, but also extends to all aspects of their daily lives. In pursuit of that goal, we have designed a dress code policy to reflect our norms of professionalism, which contribute to life-long success. Our dress code 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 dress at all times. Any article of clothing that distracts the learning environment will be confiscated and returned to the student's parent/guardian.

ACE will provide all new students with one (1) free ACE polo shirt. The goals of the dress code policy are as follows:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

The student dress code at ACE consists of:

- Polo shirt in the School's selected colors (as documented, below). Students may wear ACE polo shirts, or a solid color polo shirt with no design or logo.
- Pants or capris – appropriately sized in the School's selected color(s) (as documented, below), with no designs whatsoever on the pants/capris. Pants/capris must sit at the hips.
- Skirts, skorts, or shorts - appropriately sized in the School's selected color(s) (as documented, below), and must reach the knee.
- Belts must be solid black leather or cloth with no design on belt or buckle.
- Sweatshirt in solid black/white/grey sweatshirt.
- College and/or University sweatshirts are allowed on School's designated day(s).
- Backpack (no blue, red, or logos, other than the logo of the backpack manufacturer, allowed)
-

Colors vary by School. For your reference, please see table below:

School Site	School Color(s)
ACE Empower Academy	Bottoms: Khaki pants, shorts, skirts, or skorts Tops: Black polo & Yellow polo Outerwear: Black, Grey, White, or any college sweaters
ACE Esperanza Middle School	Bottoms: Khaki or Black pants, shorts, skirts, skorts

ACE Charter Schools Student and Family Policy Manual

(Formerly ACE Franklin-McKinley)	<p>Tops: Black polo, Yellow polo, & Grey polo</p> <p>Outerwear: Black, Grey, or any college sweaters</p>
ACE Charter High School	<p>Bottoms: Black pants, shorts, skirts, skorts</p> <p>Tops: Black polo, White polo, Grey polo, & Purple polo</p> <p>Outerwear: Black, Grey, White, or any college sweaters</p>
ACE Inspire Academy	<p>Bottoms: Black pants, shorts, skirts, skorts</p> <p>Tops: Purple polo & Black polo</p> <p>Outerwear: Black, Grey, White, or any college sweaters</p>

ACE has secured different options for families to purchase their polo shirts. Vendors are invited to sell at various campus community events. If you are unable to find your School's polo colors at your local store, you may visit this store location:

Merry Mart Uniforms
 33 Washington Street
 Santa Clara, CA
 (408) 296-0423
 merrymartuniforms.com

The following items are NOT allowed at ANY time:

- Distracting jewelry or piercings (hoop earrings larger than 1 inch in diameter)
- Distracting make up
- Head coverings of any kind (unless excused by a medical professional through written notice from the student's medical professional, parent, or guardian which must be previously provided to the Principal, or for religious purposes)
- Pants/capris and/or skirts/shorts that are oversized or sagging
- Nike Cortez and classic Reebok tennis shoes or predominantly red or blue tennis shoes
- Open toed shoes or sandals
- Red or blue accessories (shoelaces, bracelets, necklaces, hair ties, etc.)

Administration has the discretion to deem any part of the student's dress to be inappropriate and will ask parents to bring appropriate clothing attire to the school.

Parents/guardians/family members will be contacted and will be asked to bring a change

ACE Charter Schools Student and Family Policy Manual

of clothes for their student before s/he is allowed to go to class. Any confiscated items must be picked up by a parent after or before school.

Free Dress

(Note: Application of the free dress policy may vary from school to school)

Free dress is an earned privilege and is authorized by administration only. If Free Dress is earned, it will be announced at the end of the prior school day. When students earn free dress, they must comply with the following guidelines:

- No sagging or oversized pants
- Shirts must be an appropriate length
- No tube tops or thin straps or any garments that reveal undergarments
- No articles of clothing or accessories with any red or blue
- No distracting jewelry (hoop earrings larger than 1 inch in diameter)
- No distracting makeup
- No head coverings of any kind (unless excused by a medical professional through written notice from the student's medical professional, parent, or guardian which must be previously provided to the Principal, or for religious purposes)
- No clothing, jewelry, accessories, or hairstyles which are or include picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

School staff will always have the discretion to determine the appropriateness of any item of apparel brought to school by any student.

Personal Belongings:

To maintain an environment conducive to learning, students are not allowed to have items at school that will distract from the academic tasks at hand. Prohibited items include but are not limited to:

Gum	Candy
Soda	Any illegal substance
Weapons and toy weapons	Stuffed animals or dolls
Handheld video games or any other electronic toys	Radio or Walkman or MP3 Player
Cash – more than \$20.00	Distracting Jewelry (hoop earrings larger than 1 inch in diameter)

ACE Charter Schools Student and Family Policy Manual

Cell phones or other electronic devices turned on or outside backpack during school day	No articles of clothing or accessories with any red or blue
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If students are found on campus in possession of any prohibited items, said items will be confiscated and appropriate disciplinary action will be taken. Depending on the item confiscated, a parent/guardian will have to come to campus to retrieve said item before or after school. If a student is caught on campus with a prohibited item more than once, said item may be returned to parents/guardians on the last day of the school year. In the case of items such as cell phones, cash, electronic toys or other prohibited items, **ACE is not responsible for replacing any lost or stolen items.**

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Transportation Safety Plan

Because ACE may provide transportation to or from an ACE school activity, ACE Board of Directors approved the following transportation safety plan, which contains procedures for ACE personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each ACE school and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of ACE policies and procedures, including violation of safety procedures on a school bus¹⁷ or school activity bus¹⁸, could result in discipline pursuant to the ACE discipline policy.

Determining Whether a Student Requires an Escort

If the school site or school activity destination is located on the opposite side of the street of the actual bus stop, then ACE and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. ACE requires ALL

ACE Charter Schools Student and Family Policy Manual

students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for Fifth through Eighth Grade Pupils Regarding Boarding and Exiting the Bus

ACE has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. ACE is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by his/her parent and endorsed by the Principal.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

Procedures for All Students to Follow as They Board or Exit a School Bus at Charter School or Other School Activity Location

ACE Charter Schools Student and Family Policy Manual

ACE has created the following procedures to govern the safe entry and exit of all students at ACE or other school activity locations.

Boarding Buses at School Site or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the ACE staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the ACE teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at ACE, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
 - a. The driver will confer with the ACE teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
 - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
 - c. When the ACE teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either ACE or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from ACE staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

ACE staff members should always be involved and active in the supervision of the loading and unloading of students at ACE and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, ACE staff shall adhere to the following procedures:

ACE Charter Schools Student and Family Policy Manual

1. Before leaving the school site for a school activity, the ACE teacher/head chaperone for the trip shall ensure he/she has a copy of the class roster with all student names.
2. Once the bus reaches the destination, an ACE teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. An ACE staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are left on board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the ACE teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student that he/she is present.
5. The ACE teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus

ACE shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety

ACE shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

Instruction for Students who were not Previously Transported in a School Bus

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
 - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line;
 - b. Students are not to play in or be in the street or private property
 - c. Students shall be on the proper side of the street before the bus arrives at the bus stop;
 - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time;

ACE Charter Schools Student and Family Policy Manual

- e. If the student is late and needs to cross the street that the bus is stopped on, he/she must wait for the bus driver to escort him/her across the street;
 - f. Students should not approach the bus until it comes to a complete stop at the stop;
 - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving;
 - h. Students should understand the bus driver is in charge at all times, and students should follow his/her directions;
 - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped; and
 - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
 4. School bus danger zone(s).
 5. Walking to and from school bus stops.

Instruction for all Students Prior to Departure on School Trip

Finally, prior to departure on a school activity trip, ACE shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
 - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
 - a. Proper fastening and release of the passenger restraint system;
 - b. Acceptable placement of passenger restraint systems on students;
 - c. Times when the passenger restraint systems should be fastened and released; and
 - d. Acceptable placement of the passenger restraint systems when not in use.

Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less

Pursuant to Vehicle Code section 34501.6, ACE is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

ACE Charter Schools Student and Family Policy Manual

1. The school bus driver will notify the Principal that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Principal may consult with legal counsel as needed.
3. The Principal may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Principal

Field Trip Policy

Field trips are encouraged by ACE as a way for students to explore their community and the world beyond it. Parents must sign a release form for each trip before a student can participate. Students who choose not to attend a field trip shall be given an alternative educational project for that time period.

Field trips are part of the school's educational program, and are a privilege. All students are eligible to attend field trips, unless recent school behaviors demonstrate otherwise. In such a case, the student's parent/guardian may be asked to accompany the student on the field trip. Students with disabilities shall not be excluded from field trips on the basis of a disability.

Definition

1. "*field trip or cultural excursion*"– involves students leaving ACE grounds to participate in school sponsored educational opportunities in connection with ACE's course of study or school related social, educational, cultural, athletic, school band or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The Principal shall have the authority to approve all in-state day (non-overnight) field trips and excursions. Requests for out of state, out of country or overnight travel shall be brought before the Board of Directors for approval. The Principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The Principal will ensure that the following items will be adhered to for all ACE field trips and excursions:

1. The proposed field trip or cultural excursion relates ACE's educational objectives
2. The correct ratio of adult to students is met for supervision of the activity
3. A means of transportation to and from the activity is provided
4. Adequate restroom facilities, food and water will be available during the activity

ACE Charter Schools Student and Family Policy Manual

The Principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student
2. Any medications the student is required to take with the time and dosage required
3. Any medications the student is allergic to
4. Any other medical information necessary to ensure the student's safety
5. Waiver as described above

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

ACE will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the ACE Board at all times during the field trip or excursion and all ACE policies continue to be enforced during field trips and excursions. ACE disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

ACE Charter Schools Student and Family Policy Manual

ACE may charge a fee for field trips and excursions pursuant to section 35330 of the Education Code. However, ACE will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), ACE will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The Principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The Principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

ACE provides student accident insurance which covers medical expenses arising from student injuries on campus or while participating in a Charter School-sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, ACE's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the Principal. The cost incurred by ACE shall be covered by the pupil or his or her parent or guardian.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the ACE learning experience, parents are encouraged to participate in an assisting role with students. The Principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any ACE group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

ACE Charter Schools Student and Family Policy Manual

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All adults taking out-of-state field trips or excursions, and all parents or guardians of pupils taking out-of-state field trips or excursions are required to sign a statement waiving all claims against ACE, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seat belts at all times.

ACE shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with ACE Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on ACE business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport ACE students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for ACE field trips and excursions.

ACE Charter Schools Student and Family Policy Manual

Each of these items will be provided to the Principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All ACE rules apply to students in the volunteer's car. Volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip including food or treats for students in the car.
7. Call the ACE office immediately if there is a problem.

Non-School-Sponsored Field Trips/Excursions

A non-school-sponsored field trip/excursion is defined as one that is organized and promoted by an outside organization whether or not it is of an educational value or is somehow connected to a particular course of study. This includes trips that are organized by organizations that may be affiliated with ACE (i.e. parent organizations, cultural groups, etc.):

1. Students who miss school will receive an unexcused absence.
2. Teachers are not responsible for creating school work ahead of time.
3. Students must make up missed academic work.
4. ACE has no responsibility to provide travel.
5. Any employee of ACE who attends a non-sponsored field trip/excursion does so voluntarily and is not acting as an employee of ACE
6. If a non-sponsored field trip/excursion is promoted on ACE property, all materials must clearly state that this is a non-sponsored school field trip/activity.
7. No insurance coverage will be provided by ACE.
8. ACE assumes no legal or financial responsibility for non-sanctioned field trips.

ACE Charter Schools Student and Family Policy Manual

ACE CHARTER SCHOOLS HEALTH AND WELLNESS POLICIES

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. The School does not have the capacity to watch over and care for ill children. It is necessary to have updated emergency contact numbers on file in the School office in case no one can be contacted at home.

Please be sure that the School has up to date contact and health information. If your child has needs we do not know about, we cannot provide for those needs. If your child has an emergency, we must be able to reach you.

Concussion Management Plan

California law requires a school, if it offers an athletic program, to develop a concussion management plan that outlines the protocol in the event that a student is suspected of sustaining a concussion or head injury.

At ACE, any player who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion or balance problems) shall be immediately removed from the game, practice, or scrimmage and shall not return to play until evaluated by, and receives written clearance from, a licensed health-care professional. A concussion is a traumatic brain injury that interferes with normal brain function. An athlete does not have to lose consciousness to have suffered a concussion.

Common symptoms of concussion include: headache, fogginess, difficulty concentrating, easily confused, slowed thought processes, difficulty with memory, nausea, lack of energy, dizziness or poor balance, blurred vision, sensitive to light and sounds, mood changes, irritable, anxious or tearful.

Note that:

- Any athlete suspected of having a concussion shall be immediately removed from the athletic activity for the remainder of the day and shall be evaluated by an appropriate licensed health-care professional that day.
- The athlete shall not be permitted to return to the athletic activity until he or she receives written clearance to return to the athletic activity from a licensed health care provider.
- If the licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven (7) days in duration under the supervision of a licensed health care provider.
- On an annual basis, a concussion and head injury information sheet shall be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular

ACE Charter Schools Student and Family Policy Manual

school day or as part of a physical education course.

Sudden Cardiac Arrest

ACE is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at ACE must review the information sheet on SCA via the link below and attached to this Handbook. For more information visit: <https://www.cde.ca.gov/pd/ca/pe/scaprevention.asp> and <https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>.

Immunizations Policy

ACE will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports

California law requires that an immunization record be presented to ACE staff before a child can be unconditionally enrolled in school. ACE requires written verification from a doctor or immunization clinic of the following immunizations:

Entering Students who are not exempt will need the following immunization requirements:

Immunization Requirements by Age and Grade Entering

Child's Grade	Immunization	Dosage
Entering Kindergarten	Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
	Polio	Four (4) doses
	Measles, Mumps, and Rubella (MMR)	Two (2) doses
	Hepatitis B (Hep B)	Three (3) doses
	Varicella (chickenpox)	Two (2) doses
Entering 7 th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
	Varicella	Two (2) Doses

Please note four (4) doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count

ACE Charter Schools Student and Family Policy Manual

towards the requirement. Three doses of Polio are allowed if one was given on or after the fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Please note in order to begin seventh grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the seventh grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with ACE's Educational Records and Student Information Policy. ACE will file a written report on the immunization status of all new entrants to ACE with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

ACE shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter ACE's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If ACE discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, ACE will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, ACE shall exclude this student from attendance. The student shall remain excluded from ACE until he/she is fully immunized as required by law. The student shall also be reported to the School Registrar.

ACE Charter Schools Student and Family Policy Manual

The Principal, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at ACE to any student whose parent/guardian has consented in writing.

Conditional Admittance

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Principal or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Principal or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, ACE will prohibit the student from further attendance until that student has been fully immunized as required by law.

Documentary Proof

The Principal shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
 - a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
 - b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
 - c. Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span.
2. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the ACE, shall be allowed to enroll at ACE without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
 - a. "Grade span" means each of the following:
 - i. Birth to Preschool.

ACE Charter Schools Student and Family Policy Manual

- ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
- iii. Grades 7 to 12, inclusive.

To ensure a safe learning environment for all students, the School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received unless permitted by law or as noted within this Immunizations Policy. The immunization status of all students will be reviewed periodically. If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the School until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's individualized education program.

Medications and Epi-Pens

ACE staff is responsible for overseeing the administration of medication to students attending ACE during regular school hours, including before- or after-school programs, field trips, extracurricular or co-curricular activities and camps. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon, or ordered for him or her by a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or has a physician's authorization to take over-the-counter ("OTC") medication, may be assisted by the designated ACE personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if ACE receives the appropriate written statements. All medicine must be provided to the School in the original pharmaceutical container.

In order for your child to carry and self-administer an epi-pen or inhaled asthma medication, the school must obtain:

1. A written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine or inhaled asthma medication, AND
2. A written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the

ACE Charter Schools Student and Family Policy Manual

student regarding any questions that may arise with regard to the medication, and releasing ACE Charter Schools and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

Additionally, the School nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. ACE will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. ACE will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

ACE will ensure any School personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. ACE will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

In order for a pupil to be assisted by the school nurse or other designated school personnel in administering medication other than emergency epinephrine auto-injectors or inhaled asthma medications, ACE shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that ACE assist the pupil in the matters set forth in the statement of the physician and surgeon or physician assistant.

Response to Diabetic or Hypoglycemic Emergency

ACE provides school personnel with voluntary emergency medical training on how to provide emergency medical assistance to pupils with diabetes suffering from severe hypoglycemia, and volunteer personnel shall provide this emergency care, in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the pupil. A school employee who does not volunteer or who has not been trained pursuant to this policy may not be required to provide emergency medical assistance.

Training established shall include all of the following:

- Recognition and treatment of hypoglycemia.
- Administration of glucagon.
- Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the pupil's parent or guardian and licensed health care provider.

ACE Charter Schools Student and Family Policy Manual

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training.

A School employee shall notify the School Principal if he or she administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian of the pupil.

In the case of a pupil who is able to self-test and monitor his or her blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the pupil, a pupil with diabetes shall be permitted to test his or her blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the school or school grounds, during any school-related activity, and, upon specific request by a parent or guardian, in a private location.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Prescription medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at ACE.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (e.g. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.
- Any student needing OTC medicines must have a parent note on file with ACE detailing permission to administer and the kinds of medicines that may be used. Additionally, OTC medication may only be provided pursuant to a physician's authorization, consistent with this policy.

Diabetes

ACE will provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

ACE Charter Schools Student and Family Policy Manual

1. A description of Type 2 Diabetes.
2. A description of the risk factors and warning signs associated with Type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes.
4. A description of treatments and prevention of methods of Type 2 Diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals (“DACA”) status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

ACE shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

Physical Examinations and Right to Refuse

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 Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Principal of the school in which the child is enrolled a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but

ACE Charter Schools Student and Family Policy Manual

whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Mental Health Services

ACE recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at ACE and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources available to your child:

Available on Campus:

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact a school administrator by making an appointment with the front office to request a meeting.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Office Manager of the school.

Available in the Community:

- Santa Clara County Behavioral Health Services – Mental Health Service Call Center is the centralized entry point for individuals who are seeking behavioral health services in Santa Clara County. For more information call (800) 704-0900 or visit their webpage: <https://www.sccgov.org/sites/bhd/Pages/home.aspx>
- Uplift Family Services typically addresses both mental health and basic needs, including food and clothing. The biggest behavioral health needs include depression, anxiety, suicidality, substance abuse, school bullying, behavioral issues and parenting skills. For more information call (877) 41-CRISIS or visit their webpage: <https://upliftfs.org/>

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**

ACE Charter Schools Student and Family Policy Manual

- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Youth Suicide Prevention Policy

The Board of Directors of ACE Charter Schools recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with ACE and community stakeholders, ACE school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating ACE's strategies for suicide prevention and intervention. ACE must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, ACE shall appoint an individual (or team) to serve as the suicide prevention point of contact for ACE. The suicide prevention point of contact for ACE and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

ACE, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

ACE Charter Schools Student and Family Policy Manual

2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide;
 - ii. Youth with a history of suicide ideation or attempts
 - iii. Youth with disabilities, mental illness, or substance abuse disorders
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care
 - vi. Youth who have suffered traumatic experiences
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - a. The impact of traumatic stress on emotional and mental health;
 - b. Common misconceptions about suicide;
 - c. Charter School and community suicide prevention resources;
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - e. The factors associated with suicide (risk factors, warning signs, protective factors);

ACE Charter Schools Student and Family Policy Manual

- f. How to identify youth who may be at risk of suicide;
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on ACE guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on ACE guidelines;
- h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- j. Responding after a suicide occurs (suicide postvention);
- k. Resources regarding youth suicide prevention;
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

Employees of ACE must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the ACE Web page and included in the parent handbook
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;

ACE Charter Schools Student and Family Policy Manual

- c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, ACE along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with ACE and is characterized by caring staff and harmonious interrelationships among students.

ACE's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

ACE's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
 - a. Coping strategies for dealing with stress and trauma.
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding ACE's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

ACE will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental

ACE Charter Schools Student and Family Policy Manual

Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Intervention and Emergency Procedures

ACE designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Psychologist
2. Executive Director

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at ACE or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.

ACE Charter Schools Student and Family Policy Manual

- g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, ACE shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, ACE may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at ACE.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the ACE campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in ACE's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. ACE staff may receive assistance from ACE counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the ACE campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like ACE to respond to the attempt while minimizing widespread rumors among teachers, staff, and students
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.

ACE Charter Schools Student and Family Policy Manual

6. Offer to the student and parent/guardian steps for reintegration to school. Reintegration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in ACE activities to notify a teacher, the Executive Director, another ACE administrator, psychologist, ACE counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. ACE staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. ACE shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact the deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:

ACE Charter Schools Student and Family Policy Manual

- a. Review of protocols for referring students for support/assessment.
 - b. Talking points for staff to notify students.
 - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.
 5. Identify students affected by suicide death but not at risk of imitative behavior.
 6. Communicate with the larger school community about the suicide death.
 7. Consider funeral arrangements for family and school community.
 8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
 9. Identify a media spokesperson if needed.
 10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline and the National Domestic Violence Hotline on all student identification cards. ACE will also include the number for the Crisis Text Line and a local suicide prevention hotline on all student identification cards.

Wellness Policy and School Nutrition Program

ACE is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement.

Nutrition

Charter School Meals

ACE participates in USDA child nutrition programs, including the National School Lunch Program (“NSLP”) and the School Breakfast Program (“SBP”), ACE is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

1. Are accessible to all students.
2. Are appealing and attractive to children.
3. Are served in clean and pleasant settings.

ACE Charter Schools Student and Family Policy Manual

4. Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations (ACE offers reimbursable school meals that meet USDA nutrition standards).
5. Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

Nutrition Education

Every year, all students shall receive nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors. Nutrition education information shall be offered throughout the school campus including, but not limited to, school dining areas and classrooms. Staff members who provide nutrition education shall have the appropriate training.

Staff Qualifications and Professional Development

All ACE nutrition staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These ACE nutrition personnel will refer to USDA's Professional Standards for ACE Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. ACE will make drinking water available where school meals are served during mealtimes.

ACE Charter Schools Student and Family Policy Manual

Competitive Foods and Beverages

ACE is committed to ensuring that all foods and beverages available to students on ACE campus during the school day support healthy eating. The foods and beverages sold and served outside of ACE meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students on the School campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the ACE campus will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and parties. ACE will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. ACE will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. ACE will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers on the ACE campus during the school day. ACE will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

ACE will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

1. Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
2. Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

Food and Beverage Marketing in Schools

ACE Charter Schools Student and Family Policy Manual

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Principal reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

Physical Education and/or Physical Activity Opportunities:

The Centers for Disease Control (“CDC”) recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. ACE has the following specific goals to promote student wellness, consistent with this Policy:

- ACE shall offer physical education and enrichment opportunities that include the components of a quality physical education program. Physical education shall equip students with the knowledge, skills, and values necessary for lifelong physical activity.
- Every year, all students shall have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and to understand the short- and long-term benefits of a physically active and healthy lifestyle.

Other Activities that Promote Student Wellness

ACE will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. ACE will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary to this Policy, including but not limited to ensuring the involvement of parents and the community.

All ACE-sponsored events will adhere to this Policy’s wellness guidelines. All ACE-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

ACE Charter Schools Student and Family Policy Manual

ACE will continue to *continue* to work towards establishing relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning

When feasible, ACE will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help ACE staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Annual Notification of Policy

ACE will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. ACE will make this information available via ACE website and/or Charter School-wide communications. ACE will provide as much information as possible about the ACE nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation

Triennial Progress Assessments

At least once every three years, ACE will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

1. The extent to which ACE is in compliance with this Policy;
2. The extent to which ACE's policy compares to model wellness policies; and
3. A description of the progress made in attaining the goals of ACE's Policy.

The position/person responsible for managing the triennial assessment and contact information is: Monica Pacheco, Operations Coordinator, who may be contacted at mpacheco@acecharter.org or by calling 408-295-6008. The Principal will monitor ACE's compliance with this Policy. ACE will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

ACE will update or modify this Policy based on the results of the annual ACE Health Index and triennial assessments and/or as ACE priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

Community Involvement, Outreach and Communications

ACE Charter Schools Student and Family Policy Manual

ACE is committed to being responsive to community input, which begins with awareness of the wellness policy. ACE will actively communicate ways in which representatives of ACE and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. ACE will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in ACE nutrition standards.

ACE will use electronic mechanisms, such as email or displaying notices on ACE's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. ACE will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

ACE will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. ACE will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

National School Lunch Program

Each ACE school site shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria.

ACE participates in the National School Lunch Program, allowing for low-income families to apply to receive free or reduced priced meals. All meals are prepared by Revolution Foods, a community partner that prides itself in providing fresh and healthy meals. For more information regarding Revolutions Foods, please visit their website <http://revolutionfoods.com/>. All students, regardless of qualification status, are offered breakfast, lunch and a snack daily.

All families are encouraged to complete a federal free/reduced lunch application form in order to include as many eligible students as possible. All families wishing to enroll in the program must fill out and submit their federal free/reduced lunch application form, and are encouraged to do so within the first thirty (30) calendar days of the first day of school. The application forms are available in student enrollment packets and at the front office by request. Families that qualify will receive free/reduced pricing for lunch.

ACE Charter Schools Student and Family Policy Manual

Although every family should submit an application for free or reduced-price lunch, in certain circumstances, ACE may be able to determine student eligibility without further application. ACE shall directly certify as eligible the following students:

1. Any child who is a member of a household receiving assistance under the supplemental nutrition assistance program as eligible for free lunches and/or free breakfasts under the Child Nutrition Act of 1966
2. Any child who is a member of a household that receives CalWORKs (also known as Temporary Assistance for Needy Families or "TANF") or CalFresh aid.
3. Any child who is a member of a household that receives the assistance of a Food Distribution program on Indian Reservations.
4. Any child identified as a foster, migrant, homeless or runaway youth, as defined by California Education Code.

Pricing for school meals for the 2019-2020 school year are provided below. Please note that these prices are subject to change during the school year. There is no charge for Snack.

Breakfast

All ACE Students are offered breakfast in the morning of every school day. Please check with your school site leaders for specific times of service. After 7:55am, breakfast will not be served so as to allow enough time for students to eat before the beginning of the school day. Families may also choose to have their children eat breakfast at home before coming to school.

Lunch

Lunch will be offered to all students during the school's designated lunch period, any time between 11am and 2pm. Families may also choose to send a bag lunch to school with their child. All bag lunches must provide a healthy and nutritious meal for students.

The following items are NOT allowed on campus:

- Chips (Doritos, Hot Cheetos, etc.)
- Candy
- Soda, or other caffeinated beverages
- Fast food (McDonalds, Jack in the Box, etc.)
- Or foods containing high amounts of saturated or trans fats.

These items are not permitted at any time as they are counterproductive to student learning.

If a student brings an unhealthy lunch (which means a lunch consisting of all or part of the items listed above) to school, the student will be provided a school-based healthy lunch. This school-based healthy lunch will include fruit, milk, and an entrée. At no time will it be permissible for students to eat unhealthy food while they are at ACE. It is our policy that both students' minds and bodies will be developed in a healthy manner while enrolled at ACE.

ACE Charter Schools Student and Family Policy Manual

Snacks

Students are permitted to bring healthy snacks to be consumed during the afternoon break.

ACE Charter School Eligibility and Billing Policy

ACE is invested in ensuring that all students receive a nutritious breakfast, lunch and snack each day. As such, The National School Lunch and School Breakfast Programs are integral in ensuring that students have access to nutritious meals to support their academic success. It is also imperative to protect the financial stability of the school nutrition program.

The intent of this policy is to notify students and families of ACE's process and procedure for determining student eligibility for free and reduced priced meals, situations when children eligible for reduced-priced or full-priced meal benefits have insufficient funds to pay for school meals, as well as for the collection of unpaid meal charges and delinquent account debt.

Application of Eligibility, Determination and Anonymity of Eligibility

ACE uses "MealTime mPower" to assist in determining a student's eligibility for Free and Reduced priced meals. Families are notified of their eligibility within ten (10) business days of submission in writing via USPS. All families have the right to appeal eligibility through our Uniform Complaint Process ("UCP") as outlined in our Student and Family Handbook.

A student's eligibility will be valid for the entire academic school year. If at any time the household income reduces, they will be able to update their application.

It is the policy of the Board that non-paying students shall not be shamed, treated differently, or served a meal that differs from the meal of a paying student. This Policy prohibits ACE from disciplining a pupil which would result in the denial or delay of a nutritionally adequate meal to that pupil.

ACE student anonymity of eligibility is ensured by the assignment of Personal Identification Numbers ("PIN"). Students, regardless of their meal eligibility will enter their assigned PIN at the time of service. ACE Staff will further ensure anonymity by directing all payments for meals to the office, and will not attempt to collect from students while in the service line. Families who feel that their right of anonymity has been violated may file a complaint at any time with the USDA as well as with ACE directly by way of our UCP.

Prepaid Meal policy

ACE strongly encourages Reduced-priced and Full-Priced families prepay for meals. In the case that a student does not have a pre-paid balance on their account, they will be served an alternative meal.

Pricing for each of the ACE Charter Schools is as follows:

ACE Charter Schools Student and Family Policy Manual

ACE Charter High School:

Full-Priced Meal

Breakfast-\$2.00
Lunch- \$3.00

Reduced-Priced Meals

Breakfast- \$0.30
Lunch- \$0.40

ACE Empower Academy:

Full-Priced Meal

Breakfast-\$2.00
Lunch- \$3.00

Reduced-Priced Meals

Breakfast- \$0.30
Lunch- \$0.40

ACE Inspire Academy:

Full-Priced Meal

Breakfast-\$2.00
Lunch- \$3.00

Reduced-Priced Meals

Breakfast- \$0.30
Lunch- \$0.40

ACE Esperanza Middle School:

Full-Priced Meal

Breakfast-\$2.00
Lunch- \$3.00

Reduced-Priced Meals

Breakfast- \$0.30
Lunch- \$0.40

If at any time a family is experiencing a financial hardship, a payment plan can be requested from the Office Manager and the Administrator on site.

Notifying the Household of Low or Negative Balance in Student Cafeteria Account

The student's household will be notified when a student's cafeteria account falls below \$15 OR the equivalent of Five (5) lunches. The School Food Authority ("SFA") will notify households of low or negative balances by letters via US mail, email, letters sent home with students, by phone, and in person when applicable. Before sending this notification to the parent/guardian, the SFA must exhaust all options and methods to directly certify the pupil for free or reduced-price meals. In the event that the SFA determines that a student who has accrued a negative balance would have been eligible for free or reduced-price school meals, ACE shall credit such balance in accordance with this Policy. ACE shall reimburse school meal fees paid by a pupil's parent/guardian in the event that the pupil is subsequently determined to have qualified for free or reduced price meals. In the event that the SFA is not able to directly certify the pupil, the SFA shall provide the parent or guardian with a paper copy of, or an electronic link to, an application with the notification and contact the parent or guardian to encourage application submission. Notifications to households will include the amount of unpaid meal charges, expected payment dates, the consequences of non-payment and where to go for questions or assistance.

ACE will not overtly identify any student with unrecovered or delinquent debt. Should it become necessary that ACE take action to recover unpaid meal charges, the cost to

ACE Charter Schools Student and Family Policy Manual

recover such debt will not exceed the amount of the debt owed. ACE shall comply with the cost principles set forth in 2 CFR Section 200.426 and related law. ACE's collection policies for unpaid meal charges is consistent with ACE's collection procedures and policies for all debt, and with state agency guidance.

Families can make payments by cash or check in the front office during regular business hours. Families can also request account statements and summaries if they have questions about the charges on their account. If at any time a family is experiencing a financial hardship, a payment plan can be requested from the Office Manager and the Administrator on site.

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order.

The Board authorizes designated employees to use individual records pertaining to student eligibility for the free and reduced-price meal program for the following purposes:

1. Disaggregation of academic achievement data
2. Identification of students eligible for alternative supports in any school identified as a Title 1 program improvement school

If a student transfers from ACE to another charter school, district, county office of education program, or private school, the Principal or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Principal or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another charter school, school district, or county office of education that is serving a student living in the same household as an enrolled pupil for purposes related to program eligibility and data used in local control funding formula calculations.

The Principal or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining funding allocations under the local control funding formula and for assessing accountability of that funding.

The Principal or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals and if the applicant consents to the sharing of this information.

The Principal or designee may also release information on the school lunch application to the local agency that determines eligibility for CalFresh or to an agency that

ACE Charter Schools Student and Family Policy Manual

determines eligibility for nutrition assistance programs if the student has been approved for free or reduced-price meals and if the applicant consents to the sharing of this information.

This information released shall adhere to the following requirements:

1. Individual indicators of participation in a free or reduced-price meal program shall not be maintained in the permanent record of any pupil, unless otherwise authorized by law.
2. The public release of information regarding individual pupil participation in a free or reduced-price meal program is not permitted
3. All other confidentiality requirements imposed by law or regulation are met.

Emergency Preparedness

ACE maintains a complete guide of health and safety procedures including immunizations, health screenings, administration of medication, a drug-free and tobacco-free campus and first aid and emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster. The health and safety guide is maintained onsite and is available for review on an ongoing basis. To see a copy of our comprehensive safety plan, please see our front office.

Fire Drills/Natural Disasters

Posted in every room is a map detailing the evacuation protocol required. Students are to follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Students must not stop at the restrooms. They must proceed directly to the designated area and wait for instructions. Any student violating this procedure is jeopardizing the safety of our school and will face consequences including possible suspension. In the event of an emergency the School will contact you with information and/or instructions.

Telephone Use

Students may not use any School phone without permission from a teacher. Students will only be allowed to use the phone in case of emergency or to inform a parent/ guardian regarding a specific need. Students who use a phone without permission from a teacher will be subject to disciplinary procedures.

ACE Charter Schools Student and Family Policy Manual

ACE CHARTER SCHOOLS PARENT AND FAMILY POLICIES

Visitors Policy

Visitors are welcome! Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, sign in, and receive a Visitor's Pass, including but not limited to parents/guardians, police officers, and immigration officers.

No Student is allowed to bring visitors to school without having them check in through the Office, including before and after school hours. Anyone on school grounds without permission is in violation of the law and may be reported to the police.

Please be advised that all visitors are expected to act respectfully and ensure that they do not disrupt the educational environment. ACE reserves the right to dismiss from the premises any visitor in violation of this policy.

Visitation Procedures

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents/guardians seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Principal or designee.
2. All visitors (including volunteers) shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.
3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. ACE shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by ACE, consistent with the law. The ACE Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
4. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
5. Except for unusual circumstances, approved by the Principal, ACE visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

ACE Charter Schools Student and Family Policy Manual

6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Principal's written permission.
7. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
8. The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
9. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt ACE's orderly operation. If consent is withdrawn by someone other than the Principal, the Principal may reinstate consent for the visitor if the Principal believes that the person's presence will not constitute a disruption or substantial and material threat to ACE's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
10. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
11. Any visitor who is denied registration or has his/her registration revoked may request a conference with the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Principal with fourteen (14) days of the denial or revocation of consent. The Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Principal shall be held within seven (7) days after the Principal receives the request. If no resolution can be agreed upon, the Principal shall forward notice of the complaint to the ACE Board of Directors. The ACE Board of Directors shall address the Complaint at the next regular Board meeting and make a final determination.
12. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this Policy.
13. The Principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being

ACE Charter Schools Student and Family Policy Manual

directed to leave, he/she will be guilty of a crime as specified, which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction, by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.
3. Disruptive conduct may lead to ACE's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Volunteer Policy

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with ACE a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the ACE Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide, the volunteer may leave their volunteer position for that day.
4. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.
5. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Handbook. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as required for all visitors.

ACE Charter Schools Student and Family Policy Manual

6. Volunteerism by parents is encouraged but not mandatory. Any volunteer hours are tracked for purposes of maintaining data on the parent engagement at the School.
7. This Policy does not authorize ACE to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

No student will be denied admission, disenrolled, or receive a reduced grade if parents or guardians choose not to volunteer.

Title I Parent Involvement Policy

Family participation is a cornerstone of the foundation of ACE. Our staff is committed to providing a high quality public education, and we know that this occurs when families are actively engaged in their child's educational experiences as partners with the school. We value their presence in both social and academic activities, and believe in working closely with families to support student learning. It is crucial that we collaborate to reach our ambitious goals and transform the community.

At ACE, creating a culture of partnership begins with having a welcoming environment, where parents feel wanted and respected. Should they choose to volunteer on a drop-in basis, each school site has a menu of volunteer opportunities in which they can engage, on any given day. The descriptions below allow parents to be involved in an ongoing and timely way to help plan, review, and improve ACE's Title 1 programs and this Policy.

ACE Charter Schools provides a range of options for families to get involved and to receive timely information about Title 1 programs. Those options include, but are not limited to:

- Coffee with the Principal
- Community Meetings
- Parent Workshops
- Parent Leadership
- Board Meetings
- Participating in Hiring Interviews
- Assisting in the Office
- Campus Supervision
- Having Lunch with Students
- Attending ACE Athletic Games
- Student-Led Conferences
- Event Committees (Dances, Potlucks, Etc.)
- Participating in LCAP
- Exhibition Night/Open House
- Chaperoning Field Trips
- Phone Tree/Calls for Events
- Lobbying at County Office of Education

ACE Charter Schools Student and Family Policy Manual

- Bi-Annual Parent Surveys
- Teacher’s Assistant
- Growth Cycle Audit
-

Recognizing that families have busy and varying schedules, parents fill out a **Parent/Family Volunteer Questionnaire** at the beginning of each school year to tell us in which way they would like to contribute. Based on parents’/guardians’ availability and interests, we will match them with volunteer opportunities that support the school community.

Scheduled Events and Meetings

Aside from parents volunteering on a drop-in basis, there are multiple opportunities for parents and staff to come together during scheduled events. Events range from the Coffee with the Principal, to leadership opportunities where parents commit to working with the Principal to find solutions that achieve school goals. At the highest-level, parents can be elected as board members and included in district-level decisions. ACE will ensure that parents can attend these meetings by using Title 1 funds to pay for reasonable transportation, home visits, or child care costs for parents to attend.

ACE commits to having various opportunities for parent participation occurring on a regular basis, including offering multiple meetings at varied times a days of the week throughout the year. All parent engagement activities and meetings will allow for the participation of parents with limited English proficiency and/or parents with disabilities, by providing proper accommodations. Events, with varying levels of involvement, are listed below:

	Description of Purpose
Coffee with the Principal	<ul style="list-style-type: none"> ● Parents provide input and give continuous feedback to improve parent involvement strategies ● Parents build relationships with their Principal by sharing their stories or airing their concerns ● Principals keep parents informed by sharing data on student achievement and school performance and growth
Movie Night/ Orientation/ Exhibition Night/ Community Meetings/ Student-Led Conferences/ Etc.	<ul style="list-style-type: none"> ● Events for whole school community building ● Orientation, where families are informed of yearly expectations and meet school site staff to understand roles ● Exhibition Night, where students takes risks and share their work ● Community Meetings, where School Leaders (“SLs”) share new Student Engagement System (Discipline) ● Student-Led Conferences, where families get an update on their students’ individual proficiency levels and progress toward their goals

ACE Charter Schools Student and Family Policy Manual

Parent Workshops	<ul style="list-style-type: none"> ● Opportunities for parent education and support ● Information, training or resources based on need (i.e., immigration information, community partner presentations) ● SLs explain the curriculum, academic assessment, and proficiency levels students are expected to meet ● Tools and skills to help students prepare for testing at home (i.e., Common Core, NWEA) ● Workshop on technology and how to use new Family Link app ● Guest speakers, including ACE Alumni ● College Readiness 101 (progressive information by grade level)
Parent Leadership	<ul style="list-style-type: none"> ● Parents are partners in decision-making, and collaborate with SLs to help determine better ways to achieve goals that affect their children ● Parents respond to Growth Cycle data, to help find solutions to transform the school ● Parents understand, plan and respond to the LCAP ● Yearly evaluation of parent involvement policy, including identifying barriers to greater parental participation and engagement
Parent Board Members	<ul style="list-style-type: none"> ● Parent voice at the board level

Parent Leadership

We believe having parents act as leaders and decision-makers at the school will have a significant impact on the educational outcomes of our students. Therefore, our focus is to engage parents in becoming key partners in the academic priorities of the school. Parent Leaders (“PLs”) will collaborate with SLs and share the responsibility for student academic success.

We value our parents and their development, and know that when parents are organized and everyone is aligned toward the same goals, results will be true transformational change for the school and our families. Inclusion of parents in planning and determining solutions will increase student achievement and school improvement.

Communication

ACE will provide parents of Title I students timely information about specific Title I programs throughout the year. Multiple channels and forms of communication will be used to connect with parents and recruit them to be involved. In addition, every announcement will be translated into our parents’ target language. Meetings and events will be publicized in the *Ganas* Greeter Newsletter, and signs will be posted around campus the week prior. A One-call reminder and flyers will be sent out the week of the

ACE Charter Schools Student and Family Policy Manual

event. The Director of Community Engagement will work with each site to find an owner for these communications.

ParentSquare

ParentSquare will address home-school collaboration around specific goals for first-generation college students. Our web application will provide students, their parents and teachers with a simple, intuitive platform to view, and track progress towards specific college readiness goals, unlike passive, traditional methods like sending notes home when students miss school or fail an assignment. Over a year, our project will establish an effective mechanism that increases transparency around student goals and progress, teaches students about goal setting and perseverance, and helps increase collaboration between families, students and teachers to ensure not only college admission, but college success.

Through the ACE Family Link App, parents/guardians with a valid and unique Username and Password will be able to access data regarding their child, including grades, attendance records, homework assignments, progress towards specific college readiness goals, and notices from teachers.

If you do not want your child's information and data to be included and accessible on the Family Link App, you must notify ACE in writing. Please provide written notice to the Administrator of your child's school as follows:

- ACE Empower Academy:
Principal, Lisamarie Reid, lreid@acecharter.org
- Charter High School:
Principal, Raymond Andrade randrade@acecharter.org
- ACE Esperanza Middle School:
Principal, Jarrett Poston, jposton@acecharter.org
- ACE Inspire Academy:
Principal, Justina Walch, jwalch@acecharter.org

Tracking of Parent Participation

ACE encourages each family to contribute one (1) service hour per month. We have a **monthly target of 75% Overall Parent Participation**. The goal is that at least 75% of our students' parents come onto campus each month for at least an hour.

ACE agrees to implement the following Policy for involvement of parents and families, consistent with Section 1116 of the Elementary and Secondary Education Act ("ESEA"). The following Policy will ensure that the requirements of section 1116 of the ESEA are met, describing broadly:

- how parents/families are involved in the development of the LEA plan and process for review of program improvement status

ACE Charter Schools Student and Family Policy Manual

- how parent/family involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent/family capacity for strong parental involvement is built
- how parent/family involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent/family involvement policy, and subsequent incorporation of findings to design more effective parent/family involvement
- how parents/families are involved in the development and revisions of this Policy

Consistent with the requirements of section 1116(a)(2)(A) and 1116(a)(2)(F) of the ESEA, ACE will provide parents/families an opportunity to participate in the development of the overall Policy. Specifically, by seeking collaboration, feedback, and input at various points of the year at community meetings, Parent Leadership meetings, forums and through surveys.

ACE provides the coordination, technical assistance, and other support necessary to assist and build the capacity within ACE in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

School-Parent Compact

ACE distributes to parents of Title I students a School-Parent Compact (the “Compact”). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways ACE and families will partner to help children achieve the State’s high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- ACE’s responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children’s learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

ACE Charter Schools Student and Family Policy Manual

Building Capacity for Involvement

Consistent with the requirements of section 1116(e) of the ESEA, ACE will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards as well as how to monitor a child's progress and work with educators to improve the achievement of their children. In addition, ACE will coordinate and integrate parent involvement programs to the extent feasible. Specifically, ACE hosts several parent/family meetings every year where school-based data is shared and explained. ACE provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement. School Leadership on each of our sites host Cafecitos each month, where student data and school progress is shared. We are transparent with families and share both our successes and areas for growth, and parents help us plan next steps. In addition, several workshops are held where families learn things like our Student Engagement System or Smarter Balanced Assessment Consortium ("SBAC") testing. Also, Parent Leadership meetings are held where we train parents on how to interview prospective staff members before they are hired.

With the assistance of Title I parents, ACE educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School. Professional Development is held where the Community Engagement team, along with Parent Leaders, discuss the upcoming year. A Culture Calendar is planned where parent engagement is key. Included in the Culture Calendar are activities and events that parents lead in collaboration with school staff, as well as training on topics that parents want to know more about (like immigration). Every month, parent participation is tracked, and the goal is that at least 75% of all of our parents have at least one visit to our school per month. Also, parents have a key role in all of our community events. Whenever possible, parents are on the microphone.

ACE coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Each school has a Community Outreach Manager which is responsible for ensuring multiple entry points for parent partnership on each campus. They aid in general Parent Engagement and run the Parent Leadership programs on their respective sites. Community Outreach Managers meet twice a month with the Director of Community Engagement, to verify that Parent Engagement and Leadership goals are being met. The Community Outreach Manager is also the resident translator, for staff who does not speak Spanish, to ensure parents have access to every single member on campus.

ACE shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Accessibility

ACE Charter Schools Student and Family Policy Manual

Consistent with the requirements of section 1116(f) of the ESEA, ACE will provide opportunities for the participation of parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students to the extent practical. Specifically, ACE offers translation services, if needed, at all parent/family meetings. Information and school reports are provided in a format and language that parents/family understand.

Annual Evaluation

ACE conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at ACE. Through our parent meetings and or taskforces and surveys, led by the Community Engagements Manager and the school sites Community Outreach Managers, ACE collects input on these practices annually

ACE conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

ACE conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.

ACE conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.

ACE uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy. ACE's Community Engagement Manager ensure that this information is shared out with or families on an annual basis.

This Title I Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs, a 2019-2020 version will be available for review once approved by the Board of Directors. The School contact for Parent/Family involvement is VU Long Trinh, Chief Schools Officer. Mr. Trinh may be reached at (408) 295-6008 or at vtrinh@acecharter.org. The Policy must be updated periodically to meet changing needs of parents and the School. ACE will use the processes above for involving parents in planning and designing the School's programs, the School may use that process if it includes adequate representation of parents of Title I children. [20 U.S.C. § 6318 (c)(3)]

This Title I Parental Involvement Policy is meant to encourage parental involvement, only. Parent participation is encouraged, but not mandatory, and pursuant to law, is not a requirement for acceptance to, or continued enrollment at any ACE school.

ACE Charter Schools Student and Family Policy Manual

ACE'S STUDENT RIGHTS AND ENGAGEMENT POLICIES

Employee Interactions with Students

ACE recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to provide the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of ACE staff:

- 1) Examples of PERMITTED actions (NOT corporal punishment)
 - a) Stopping a student from fighting with another student;
 - b) Preventing a pupil from committing an act of vandalism;
 - c) Defending yourself from physical injury or assault by a student;
 - d) Forcing a pupil to give up a weapon or dangerous object;
 - e) Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility or physical skills;
 - f) Engaging in group calisthenics, team drills or other physical education or voluntary recreational activities.

- 2) Examples of PROHIBITED actions (corporal punishment)
 - a) Hitting, shoving, pushing or physically restraining a student as a means of control;
 - b) Making unruly students do push-ups, run laps or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c) Paddling, swatting, slapping, grabbing, pinching, kicking or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues or school leaders. One viable standard that can be quickly applied, when unsure if certain conduct

ACE Charter Schools Student and Family Policy Manual

is acceptable, is to ask, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he/she/they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

Some activities may seem innocent from a staff member’s perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes.
7. Seeking emotional involvement with a student for your benefit.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.

ACE Charter Schools Student and Family Policy Manual

10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
11. Allowing students to drive your car.

Unacceptable Staff/Student Behaviors without Parent and Manager Permission **(These behaviors should only be exercised when a staff member has parent and Manager permission.)**

1. Giving students a ride to/from school or school activities.
2. Being alone in a room with a student at school with the door closed.
3. Allowing students in your home.
4. Allowing students to use staff-issued computers.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their Manager of the circumstance and occurrence prior to or immediately after the occurrence)

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular student.
3. Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
3. Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
4. Keeping the door open when alone with a student.
5. Keeping reasonable space between you and your students.
6. Stopping and correcting students if they cross your own personal boundaries.
7. Keeping parents informed when a significant issue develops about a student.
8. Keeping after-class discussions with a student professional and brief.
9. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
10. Involving your Manager if conflict arises with the student.
11. Informing the Principal about situations that have the potential to become more severe.
12. Making detailed notes about an incident that could evolve into a more serious situation later.
13. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.

ACE Charter Schools Student and Family Policy Manual

14. Asking another staff member to be present if you will be alone with any type of special needs student.
15. Asking another staff member to be present when you must be alone with a student after regular school hours.
16. Giving students praise and recognition without touching them.
17. Pats on the back, high fives and handshakes are acceptable.
18. Keeping your professional conduct a high priority.
19. Asking yourself if your actions are worth your job and career.

Educational Records and Student Information Policy

The Board of Directors of ACE, a California nonprofit public benefit corporation operating public charter schools, adopts this Educational Records²² and Student Information Policy to apply to all educational records and student information maintained by ACE.

Disclosure Of Directory Information

At the beginning of each school year, ACE shall provide parents²⁵ and eligible students²⁶ with a notice containing the following information: 1) The type of personally identifiable information²³ it designates as directory information²⁴; 2) The parent's or eligible student's right to require that ACE not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify ACE in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. ACE will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

Annual Notification To Parents And Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by ACE to comply with the requirements of FERPA and its promulgated regulations; and

ACE Charter Schools Student and Family Policy Manual

5. Request that ACE not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.
6. The notice must also include the following:
7. The procedure for exercising the right to inspect and review educational records;
8. The procedure for requesting amendment of records;
9. A statement that ACE forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
10. The criteria for determining who constitutes a school official²⁷ and what constitutes a legitimate educational interest.²⁸

Parental And Eligible Student Rights Relating To Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, ACE shall comply with the request.

1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. ACE may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Principal to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

ACE will respond within thirty (30) days of the receipt of the request to amend. ACE's response will be in writing and if the request for amendment is denied, ACE will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Principal sustains any or all of the allegations, the Principal must order the correction or the removal and destruction of the information. The Principal or designee must then inform the parent or eligible student of the amendment in writing.

ACE Charter Schools Student and Family Policy Manual

3. Hearing to Challenge Education Record

If ACE denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The principal or designee of a public school other than the public school at which the record is on file;
- b. A certificated ACE employee; and
- c. A parent appointed by the Principal or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by ACE to the parent or eligible student no later than twenty (20) days before the hearing.

The principal of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Board Chair or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, ACE's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, ACE decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, ACE decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of ACE, or both. If ACE places a

ACE Charter Schools Student and Family Policy Manual

statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Disclosure Of Education Records And Directory Information

ACE must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and ACE shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

ACE will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. ACE must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, ACE will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that ACE will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. ACE will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;
3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, ACE will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. ACE will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, ACE will give the parent or eligible student, upon request, a copy of

ACE Charter Schools Student and Family Policy Manual

- the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
 5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
 6. Organizations conducting certain studies for ACE in accordance with 20 U.S.C. § 1232g(b)(1)(F);
 7. Accrediting organizations in order to carry out their accrediting functions;
 8. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;
 9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
 10. Persons who need to know in cases of health and safety emergencies;
 11. State and local authorities, within a juvenile justice system, pursuant to specific State law;
 12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder³⁴) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by ACE for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by ACE; and/or
 13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by ACE with respect to that alleged crime or offense. ACE may disclose the final results of the disciplinary proceeding, regardless of whether ACE concluded a violation was committed.

Record Keeping Requirements

ACE will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of ACE in accordance with 34 C.F.R. §

ACE Charter Schools Student and Family Policy Manual

99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of ACE and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, ACE officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, ACE officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of ACE, unless the individual removing the record has a legitimate educational interest, and is authorized by the Principal, or by a majority of a quorum of the Board of Directors at a duly agendaized meeting. Employees who remove student cumulative records or other student records from the ACE premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by ACE to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920

Record Retention

ACE complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 432 and 437, per the following:

- “*Mandatory Permanent Student Records*”– must be maintained indefinitely.
These records are defined as:
 1. Legal name of student
 2. Date of birth
 3. Method of verification of birth date
 4. Sex of student

ACE Charter Schools Student and Family Policy Manual

5. Place of birth
 6. Name and address of parent of minor student
 7. Address of minor student if different than above
 8. An annual verification of the name and address of the parent and the residence of the student
 9. Entering and leaving date of each school year and for any summer session or other extra session Subjects taken during each year, half year, summer session or quarter
 10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
 11. Verification of or exemption from required immunizations
 12. Date of high school graduation or equivalent
- *“Mandatory Interim Student Records”*– must be maintained until their usefulness ceases and may be destroyed after three (3) years following the student’s completion or withdrawal from school. These records are defined as:
 1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
 2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
 3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
 4. Language training records
 5. Progress slips and/or notices
 6. Parental restrictions regarding access to directory information or related stipulations.
 7. Parental or adult student rejoinders to challenged records and to disciplinary action
 8. Parental authorizations or prohibitions of student participation in specific programs
 9. Results of standardized tests administered within the preceding three years
 - *“Permitted Records”*– must be maintained until their usefulness ceases and may be destroyed after six (6) months following the student’s completion or withdrawal from school. These records are defined as:
 1. Objective counselor and/or teacher ratings
 2. Standardized test results older than three years
 3. Routine discipline data
 4. Verified reports of relevant behavioral patterns
 5. All disciplinary notices
 6. Attendance records not covered in the 5 CCR § 400

ACE Charter Schools Student and Family Policy Manual

Human Rights Policy

ACE brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. ACE 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 wishes to stress that it is the responsibility of every member of the ACE 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 community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, discharge from school.

Animal Dissections

Students at the ACE may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Education for Foster and Mobile Youth Policy

Introduction

The Board of Directors of ACE recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the ACE shall provide them with full access to ACE's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth²⁹ in ACE's local control and accountability plan ("LCAP").

Within this Policy, foster/juvenile court youth, former juvenile court school pupils³⁰, a child of a military family³¹, a current migratory child³², and a pupil participating in the newcomer program³³ will be referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to ACE, the Governing Board shall designate a Foster and Mobile Youth liaison.

ACE Charter Schools Student and Family Policy Manual

The Governing Board designates the following position as ACE's liaison for Foster and Mobile Youth:

Lucas Kelleher, Director of Student Services
lkellher@acecharter.org or 408-295-6008

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in ACE, and checkout from ACE of foster youth.
2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from ACE.
3. When a foster youth is enrolling in ACE, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the ACE.
4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under ACE's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under ACE's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.

ACE Charter Schools Student and Family Policy Manual

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for ACE's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Principal or designee and the Governing Board based on indicators identified in ACE's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin³⁵.

School Stability and Enrollment

ACE will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, migratory youth, and children of military families have the right to remain in their school of origin if it is their best interest. ACE will immediately enroll a foster youth, migratory youth, or child of a military family seeking reenrollment in ACE as their school of origin.

A foster youth, migratory youth, or child of a military family who seeks to transfer to ACE will be immediately enrolled (subject to ACE's capacity, if ACE is not the student's school of origin, and pursuant to the procedures stated in ACE's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A migratory youth or child of a military family may continue in their school of origin as long as the student meets the definition of a migratory youth or child of a military family as described above. Foster youth, migratory youth, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a migratory youth or child of a military family, as follows:

ACE Charter Schools Student and Family Policy Manual

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in ACE consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests³⁶.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in ACE as the foster youth's school of origin, the foster youth has the right to remain in ACE pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

ACE shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that ACE assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. ACE is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, ACE shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

ACE Charter Schools Student and Family Policy Manual

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from ACE that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

ACE shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for the coursework completed. For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless ACE, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall ACE prevent Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma from ACE, a student must complete all courses required by ACE and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to ACE any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of ACE's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless ACE makes a finding that the student is reasonably able to complete ACE's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the

ACE Charter Schools Student and Family Policy Manual

length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in his or her third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into ACE, ACE shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If ACE fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from ACE's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of his or her fourth year of high school and that student would otherwise be entitled to remain in attendance at ACE, ACE shall not require or request that the student graduate before the end of his or her fourth year of high school.

The Principal or designee shall notify a Foster and Mobile Youth and their ERH if ACE grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at ACE shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, ACE shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. Likewise, if the youth is exempted, ACE may not revoke the exemption.

If a student in care is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

ACE shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and

ACE Charter Schools Student and Family Policy Manual

Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from ACE's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete ACE's graduation requirements within the student's fifth year of high school, the Principal or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete ACE's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permits the student to stay in school for a fifth year to complete ACE's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, ACE will not prevent the juvenile court youth from enrolling in ACE and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A pupil who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

ACE shall not charge any student who ACE knows is currently in foster care any family fees associated with an After School Education and Safety ("ASES") Program operated by ACE.

Student Records

When ACE receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, ACE shall provide these student records within two (2) business days. ACE shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments,

ACE Charter Schools Student and Family Policy Manual

IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with ACE's Educational Records and Student Information Policy, under limited circumstances, ACE may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by ACE's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available within this handbook and upon request at the main office.

Education for Homeless Children and Youth Policy

As required by Federal Law (McKinney-Vento), ACE ensures that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

"Homeless Children and Youth" refers to those students who lack a fixed, regular and adequate nighttime residence. It includes children and youth who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Principal or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

ACE Charter Schools Student and Family Policy Manual

- ACE Empower Academy: Claudia Gonzalez (408) 729-3920
- ACE Inspire Academy: Maria Lozano (408) 498-7665
- ACE Esperanza Middle School: Lucy Vasquez (408) 426-6361
- ACE Charter High School: Amelia Magana (408) 251-1362

The School Liaison shall ensure that the following requirements are fulfilled by ACE (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at ACE Charter Schools.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”), any other preschool programs administered by ACE, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the ACE charter, and Board Policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the School Liaison

ACE Charter Schools Student and Family Policy Manual

to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at:

<https://www.cde.ca.gov/sp/hs/>

Enrollment

ACE shall immediately admit/enroll the student (subject to ACE's capacity and pursuant to the procedures stated in the ACE charter and Board policy), even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to School's capacity and pursuant to the procedures stated in the School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in ACE such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency

ACE Charter Schools Student and Family Policy Manual

- Programs in vocational and technical education
- Programs for gifted and talented students
- School nutrition programs

Transportation

In the event that ACE provides transportation services to all ACE students, ACE shall provide comparable transportation services to each homeless child or youth attending ACE as noted above. (42 U.S.C. § 11432(g)(4).)

If the ACE does not otherwise provide transportation services to all ACE students, ACE shall ensure that transportation is provided for homeless students to and from ACE, at the request of the parent or guardian (or School Liaison). (42 U.S.C. § 11432(g)(1)(J).)

Professional Development

All administrators, teachers and employees of ACE will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the School Liaison.

Notice

For any homeless student who seeks enrollment at the School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

The notice shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth) and notifies them of their rights pursuant to this policy. Specifically, the notice shall state that no homeless child or youth is required to attend a separate school for homeless children or youths; that homeless children and youths shall be provided comparable services as described above, including transportation services, educational services, and meals through school meals programs; and that homeless children and youths should not be stigmatized by School personnel; and provides contact information for the School Liaison and the State Coordinator for Education of Homeless Children and Youths.

Child Neglect and Abuse

All school personnel are mandated reporters. Therefore, School staff are required by law to report any suspected child abuse and/or neglect immediately to the Santa Clara County Department of Family and Children's Services ("DFCS") for investigation. These reports are confidential and staff cannot provide any specific information regarding reports to parents or guardians.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a

ACE Charter Schools Student and Family Policy Manual

misdemeanor. Falsely reporting information to the neglect and abuse hotline is also a misdemeanor. ACE shall provide mandated reporter training to all employees annually.

Gun-Free Schools Act

ACE shall comply with the federal Gun-Free Schools Act.

Pregnant and Parenting Students

ACE recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. ACE will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of high school instruction in ACE if it is necessary in order for the pupil to be able to complete any graduation requirements, unless ACE determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of ACE. The complaint may be filed in writing with the compliance officer:

Rosie Bravo
Director of Human Resources and Compliance
1100 Shasta Avenue
San Jose, CA 95126
408-295-6008

A copy of the UCP is available upon request at the main office and within this Handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

Student Freedom of Speech/Expression: Publication Code Policy

ACE respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, printed

ACE Charter Schools Student and Family Policy Manual

materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

On-Campus Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on ACE website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following:

1. Obscenity: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. Defamation: Libel (written defamation) and Slander (oral defamation) includes inaccurately attributing a statement to another, on purpose for public officials (Charter School staff) or by mistake for private officials that mischaracterizes a statement
Discriminatory Material: material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
3. Harassment (including sexual harassment), Intimidation and/or Bullying: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ACE.
4. Fighting Words: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence; unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

ACE Charter Schools Student and Family Policy Manual

5. Vulgarity and/or Profanity: the continual use of curse words by a student, even after warning.
6. Violating Privacy: publicizing or distributing confidential or private material without permission

Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Principal or designee at least one (1) school day prior to distribution. The Principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Principal or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Principal). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Principal or designee).

The ACE Principal or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

Official School Publications

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of Spanish or English and journalism, and to maintain the provisions of this Policy. The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to

ACE Charter Schools Student and Family Policy Manual

violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material of appeal the decision of the journalism staff adviser to the ACE Principal.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and the local school administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student initiated groups.

Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the School or as an official school group at any time unless authorized by the School to participate in the activity. No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned ACE and supervised by an ACE employee.

Missing school to attend an organized demonstration is not an excused absence. ACE will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. ACE will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

Student Speeches

If a student is selected to speak at an ACE sponsored event, including but not limited to graduation or school assemblies, ACE has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the ACE sponsored event.

ACE Charter Schools Student and Family Policy Manual

Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The ACE Principal or designee shall document the impact the expression had or could be expected to have on the educational program.

Enforcement

1. Upon learning that Students are considering actions in the areas covered by this Policy, they will be informed of the possible consequences of their action under each specific circumstance. The ACE Principal shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This policy does not prohibit or prevent the Governing Board of ACE from adopting otherwise valid rules and regulations relating to oral communications by students upon the premises of each ACE school.
3. No employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. ACE shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints

A student who feels his/her freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with ACE through following ACE's Procedures for Parent/Guardian Concerns.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying³⁶ are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, ACE prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

ACE Charter Schools Student and Family Policy Manual

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, ACE will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. ACE school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, ACE will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which ACE does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. ACE will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Rosie Bravo
Director of Human Resources and Compliance
rbravo@acecharter.org (408) 295-6008

Prohibited Unlawful Harassment³⁷ under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by ACE.

ACE is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

1. Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: Submission to the

ACE Charter Schools Student and Family Policy Manual

conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress

2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual's conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or
3. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

1. Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
3. Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

ACE Charter Schools Student and Family Policy Manual

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

The following types of Bullying are prohibited within ACE schools:

1. Bullying
2. Cyberbullying⁴⁰
3. Electronic Act⁴¹

Bullying and Cyberbullying Prevention Procedures

ACE has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

ACE advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

ACE informs Charter School employees, students, and parents/guardians of ACE's policies regarding the use of technology in and out of the classroom. ACE encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

ACE employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. ACE advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at ACE and encourages students to practice compassion and respect each other.

ACE Charter Schools Student and Family Policy Manual

ACE educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

ACE's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

ACE informs ACE employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

ACE annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other ACE employees who have regular interaction with pupils.

ACE informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

ACE also informs certificated employees about the groups of students determined by ACE, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

ACE encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for ACE's students.

Grievance Procedures

1. Reporting

ACE Charter Schools Student and Family Policy Manual

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Rosie Bravo
Director of Human Resources and Compliance
rbravo@acecharter.org (408) 295-6008

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

ACE acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

ACE prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

ACE Charter Schools Student and Family Policy Manual

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of ACE, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, the Coordinator or administrative designee, will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment, discrimination, intimidation or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

5. Right of Appeal

Should the reporting individual find the Coordinator’s resolution unsatisfactory, the reporting individual may follow the Dispute Resolution Process found in this Student/Family Handbook.

A copy of the form can be found below. Information about this Policy can also be found on the School’s website at: <https://www.acecharter.org/ace-documents/>.

ACE Charter Schools Student and Family Policy Manual

TITLE IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a Complaint Against: _____

List any Witnesses that were Present: _____

Where did the Incident(s) Occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize ACE to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

ACE Charter Schools Student and Family Policy Manual

Prohibition of all Tobacco Products

The ACE's Board therefore prohibits the use of tobacco products at all times on ACE property and in ACE vehicles. This prohibition applies to all employees, students, visitors, and other persons at ACE or at a Charter School-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from ACE. It also applies to any student while under the supervision and control of Charter School employees.

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This Policy does not prohibit the use or possession of prescription products, nicotine patches, nicotine gum or a nicotine replacement product or cessation aids that have been approved by the United States Food and Drug Administration.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this Policy is prohibited.

The Principal or designee shall inform students, parents/guardians, employees, and the public about this Policy. All individuals on ACE's premises share in the responsibility of adhering to this Policy. Additionally, ACE will post signs stating "Tobacco use is prohibited" prominently at all entrances to Charter School property.

The Principal or designee shall maintain a list of clinics and community resources that may assist employees who wish to stop using tobacco products.

The Principal or designee may disseminate this information through annual written notifications, district and school websites, student and parent handbooks, and/or other appropriate methods of communication.

Appropriate Charter School officials will monitor ACE property and facilities for compliance with this Board Policy. The Principal shall develop and maintain procedures to resolve grievances that may result from alleged non-compliance.

Any ACE employee or student who violates this Policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

ACE Charter Schools Student and Family Policy Manual

Any other person who violates this Tobacco-Free Schools Policy shall be informed of this Policy and asked to refrain from smoking. If the person fails to comply with this request, the Principal or designee may:

1. Direct the person to leave school property
2. Request local law enforcement assistance in removing the person from ACE premises.
3. If the person repeatedly violates the Tobacco-Free Schools Policy, prohibit him/her from entering Charter School property for a specified period of time.

The Principal or designee shall not be required to physically eject a non-employee or non-student who is smoking or to request that the non-employee or non-student refrain from smoking under circumstances involving a risk of physical harm to ACE or any employee.

Electronic Cigarettes: In response to the growing problem of the use and or sale of electronic cigarettes on all school campuses, ACE has adopted a Policy that reinforces current tobacco policy prohibiting its use, possession and or distribution on campus, while attending school-sponsored activities or while under the supervision of ACE personnel. This prohibition includes all Electronic Cigarettes and related paraphernalia including component parts and “juice.” Electronic Cigarettes are devices that provide an inhalable dose of nicotine through a vaporizing solution or other vapor emitting device (i.e. electronic hookah), whether they contain nicotine or not, any device used for nicotine delivery.

Student Use of Technology

ACE’s Technology Philosophy

At ACE, engaging and relevant technology is used to aid teachers and students in their work and learning. Access to inclusive technology enriches our curriculum and the life of the ACE community. Teachers use appropriate technology to facilitate learning, manage their grades, and communicate both internally and externally. Students are granted technology privileges to be used as a tool of research, collaboration, creation, presentation, management, composition and communication. The use of the technology at ACE is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges.

Educational Purpose

Use of ACE equipment and access to the Internet via ACE equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use ACE resources only in a manner specified in the Policy.

“Educational purpose”– classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

ACE Charter Schools Student and Family Policy Manual

“Inappropriate use”– a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

ACE shall notify students and parents/guardians about authorized uses of ACE computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use ACE’s technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement, included at the end of this Handbook, specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold ACE or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless ACE and Charter School personnel for any damages or costs incurred.

Safety

ACE shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While ACE is able exercise reasonable control over content created and purchased by ACE, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither ACE nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matters on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using online services and may have teacher aides, student aides, and volunteers assist in this monitoring.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior while interacting with others online, including on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student’s online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when

ACE Charter Schools Student and Family Policy Manual

subjected to cyberbullying, as defined in ACE's Suspension and Expulsion Policy. Students are expected to follow safe practices when using Charter School technology.

ACE advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to ACE, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of ACE computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on ACE computers with Internet access.

The Principal or designee shall oversee the maintenance of ACE's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of ACE's computers, networks, and Internet services is a privilege, not a right. Compliance with ACE's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Technology Use Agreement

ACE Charter Schools Student and Family Policy Manual

The agreement is between ACE and ACE students/guardians. All technology provided by ACE is for academic or administrative use by students, faculty and staff. Any user who violates this policy or any applicable local, state, or federal laws, faces the loss of technology privileges, risks school disciplinary action, and may face legal prosecution. This technology policy includes, but is not limited to the telephone system, computers, software, networks, wireless networks, Internet access and other services provided for student use at ACE. All other personal electronic devices brought to campus by the student are not permitted.

ACE technology resources are provided to the community to promote the education of ACE students and support their growth and development. Parents are expected to be stakeholders in the implementation of the Student Technology Use Agreement. A signed agreement will be collected at the beginning of every year to indicate parents have read the agreement and that parents and students understand and support the terms of the agreement.

When using technology on the ACE campus, technology provided by ACE for student use, students should be mindful of the following:

ACE Network and Wireless Access

- Use of the ACE networks and wireless network should be for academic purposes having educational value consistent with the objectives of ACE.
- All files and communications composed, sent, received or stored on ACE networks are and remain the property of the School. They are not confidential, nor the private property of any student, regardless of content, and may be viewed by ACE staff at any time. The use of passwords does not guarantee privacy or security.
- Access to certain websites is restricted and ACE records Internet browsing history, messages and files accessed on the ACE networks. This history can be reviewed at any time.
- ACE network administration programs will not be accessed or changed without explicit permission.
- ACE has filtering systems to block inappropriate content but no system is 100% effective. Neither the ACE nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent agree not to hold ACE or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless ACE and Charter School personnel for any damages or costs incurred. Inappropriate materials accessed or stored on the ACE network can and will be removed without prior notification. This includes, but is not limited to, copyrighted material, threatening or obscene material, inappropriate music, and images or infected files.

Student Access and Accounts

- Individual ACE accounts (email, ACE Gmail, A3K), and the content created or accessed on those accounts, are the responsibility of the student.

ACE Charter Schools Student and Family Policy Manual

- Students will take reasonable precautions to prevent others from being able to use their ACE accounts by keeping passwords confidential. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

Behavioral Expectations

ACE technology, hardware, software and bandwidth are shared and limited resources, therefore all users have an obligation to use those resources responsibly. Students are provided access to ACE technology primarily for educational purposes. Students shall not use ACE technology or equipment for personal activities or for activities that violate ACE policy or local law.

- Use of technology on campus should not disrupt the learning environment.
- Teachers retain the right to determine appropriate use of electronic devices while in the classroom.
- ACE technology equipment will be used appropriately; students will not damage or dismantle technology equipment.
- Computer labs and common work areas will be kept clean. Food and beverages are prohibited in labs or while using school technology equipment.
- Students will not attempt to deliberately spread viruses or disrupt ACE wireless or computer networks by any other means.
- Technology resources provided by the school will not be wasted, abused, or monopolized. “Surfing” the Internet, playing games, streaming media or excessive downloading of files results in congestion on the ACE network, which slows it down for other users.
- Students may never use ACE technology to
 - Conduct for-profit business
 - Download, view or share inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- Students are not permitted to:
 - Install software on ACE equipment without the express permission of a teacher or other authorized ACE employee.
 - Access or attempt to access material or systems on the network that the student is not authorized to access.
 - Disable, bypass, or attempt to disable or bypass any system monitoring, filtering or other security measures.
 - Use any software or proxy service to obscure either the student’s IP address or the sites that the student visits
 - Using hacking tools on the network or intentionally introducing malicious code or viruses into ACE’s network.

Create unauthorized wireless networks to access ACE’s network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

ACE Charter Schools Student and Family Policy Manual

Copyright and Plagiarism

- Copyrighted materials, trade secrets, proprietary information or other protected and controlled material shall not be stored or transferred using the ACE networks. Transmission of any material in violation of any U.S. or state regulation is prohibited.
- Software is protected by copyright, therefore students will not make unauthorized copies of software used or found at ACE, and students will not give, lend or sell copies of software to others.
- Students will not plagiarize words or information. Plagiarism is the taking of ideas, words, phrases, or writings of another and presenting them as if they were a student's original work. This is a violation of ACE Policy.

Cyberbullying and Social Networking

- Technology may not be used to disturb or harass others in any way.
- To the greatest extent possible, harassment or unwanted or unsolicited contact by members of the school community is prohibited. Any community member who receives threatening or unwelcome communications should bring them to the attention of a teacher/administrator.
- Students may not create, send, access, or download material that is abusive, hateful, harassing, or sexually explicit.
- The creation of false online identities in order to mislead or cause malice is prohibited.
- When using social networking sites that identify a user as an ACE student, the student represents the ACE community and should not post anything compromising or that would impact the community negatively. Be aware that college admissions officers and employers often look at applicants' social networking sites.

No Expectation of Privacy

Students acknowledge that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by ACE and provided to students for educational purposes. ACE may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. ACE reserves the right to access stored computer records and communications, files, and other data stored on ACE equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of ACE equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

Consequences for Violating the Technology Use Agreement

Any violation of this Student Technology Use Agreement should be reported immediately to the Principal, the Technology Department, or any member of the ACE staff. Students

ACE Charter Schools Student and Family Policy Manual

in violation of the ACE Student Technology Use Agreement will be subject to any of the following:

- Loss of technology privileges and access to the ACE networks
- School disciplinary action, including suspension or expulsion
- Legal prosecution if in violation of applicable local, state, or federal laws

Personal Cell Phones and Electronic Signaling Devices

Cell phones, tablets, smart watches and other electronic signaling devices shall be turned off and shall **not** be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, between class periods, or during lunch.
- During events sponsored by ACE held before or after regular school hours.
- On field trips or excursions sponsored by ACE.

Cell phones and other electronic signaling devices may be used:

- Off campus before or after school.
- Before any Charter School sponsored activity occurring before the regular school day.
- After any Charter School sponsored activity occurring after the regular school day.
- When a state of emergency has been declared (verbally or in writing) by the ACE Principal or designee.
- When its use is limited to purposes related to the health of the student as determined by a licensed physician and surgeon to be essential for the health of the student.
- With the express permission of an ACE faculty or staff member, on a case-by-case basis.

Possession of a cell phone, tablet, laptop or other electronic signaling device is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy. All ACE employees shall remove any cell phone, tablet, laptop or other electronic signaling device from the possession of a student found to be violating this Policy. If a cell phone, tablet, laptop or other signaling device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, an ACE employee may remove the device and turn the device in to the front office. Parents/guardians will be contacted to pick up any confiscated cell phone or other electronic signaling device. All other applicable student discipline policies shall continue to apply in response to a student failing to abide by the terms of this Policy.

Students who possess a cell phone, pager, or other electronic signaling device shall assume responsibility for its care in accordance with this Policy. At no time shall ACE be responsible for preventing theft, loss or damage to cell phones, pagers, or other electronic signaling devices brought onto campus. Students are encouraged to leave their cell phones at home.

ACE Charter Schools Student and Family Policy Manual

Student Engagement System

Teachers and all other school staff members are expected to provide students with clear directions, instructions, and models for appropriate school behavior allowing for a student to have teachable moments inside and outside the classroom. Our vision to Grow · Everyone · Every Day, as such, students are expected to monitor their own behavior as well as to be socially responsible and encourage other community members to do the same. Through Grow · Everyone · Every Day, restorative practice concepts, which have roots in “restorative justice” framework, a different approach to student discipline that focuses on repairing the harm done to people and relationships rather than solely on punishing the student. The fundamental unifying theme of restorative practices is simple: that students are more cooperative and productive and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The most critical function of restorative practices is restoring and building relationships within the ACE community.

ACE's student engagement system takes on a holistic approach, focusing both on student behavior and student academics. Teachers use Kickboard, a computer-based program to track and monitor student behavior and grades on a daily basis. At any given point in time, you and your child have the ability to know how s/he is doing behaviorally and academically.

Merit System

ACE has implemented a merit system, a system that is intended to reinforce students' positive behavior. All students can earn merits by demonstrating the school's Core Values. For example, merits can be earned in every class by:

- Initiating discussions in class with thoughtful questions;
- Demonstrating the core values of Pride, Respect and *Ganas*;
- Going above the expectations;
- Completing extra practice assignments; and
- Turning in signed weekly progress report cards.

Alternatively, students may lose merits (or earn demerits) if they fail to demonstrate the school's Core Values. As an added incentive for students, merits may be used to purchase items at the student store.

In addition to reinforcing positive behavior, the merit system is used as a means to communicate with the families about a student's classroom behavior and academic progress. Note, however, that this does not take the place of any other classroom management tool or student report cards.

ACE Charter Schools Student and Family Policy Manual

Suspension and Expulsion Policies and Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at ACE. In creating this policy, ACE has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* ACE is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ACE's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

ACE administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these policies and procedures are available upon request at the Principal, Executive Director, or designee's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom ACE has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. ACE will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom 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. ACE shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions,

ACE Charter Schools Student and Family Policy Manual

and reinstatements, and make such outcome data readily available to the District upon request.

No student shall be involuntarily removed by ACE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent, guardian or educational rights holder requests a hearing, ACE shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until ACE issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be ground for suspension or expulsion as enumerated below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses:

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

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

ACE Charter Schools Student and Family Policy Manual

- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to pupils in any of grades 9 to 12, inclusive.
- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or 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.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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

ACE Charter Schools Student and Family Policy Manual

- 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

ACE Charter Schools Student and Family Policy Manual

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ACE.
2. “Electronic Act”: means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1), above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1), above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

ACE Charter Schools Student and Family Policy Manual

3. Notwithstanding subparagraphs (1) and (2), above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) (a)-(b).
- w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.

2. Non- Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

3. Discretionary Expellable Offenses:

Students may be expelled for any of the following acts when it is determined the pupil:

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

ACE Charter Schools Student and Family Policy Manual

furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- m. 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.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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

ACE Charter Schools Student and Family Policy Manual

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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q. 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.
- r. 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.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including,
but not limited to, bullying committed by means of an electronic act

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

ACE Charter Schools Student and Family Policy Manual

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ACE.
2. “Electronic Act: means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in subparagraph (1), above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1), above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

ACE Charter Schools Student and Family Policy Manual

3. Notwithstanding subparagraphs (1) and (2), above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. 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 (3) (a)-(b).
- v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.

4. Non -Discretionary Expellable Offenses:

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

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

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

The term "firearm" means:

- 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
- The frame or receiver of any such weapon
- Any firearm muffler or firearm silencer
- Any destructive device. Such term does not include an antique firearm.

The term "destructive device" means:

- Any explosive, incendiary, or poison gas, including but not limited to
 - Bomb

ACE Charter Schools Student and Family Policy Manual

- Grenade
- Rocket having a propellant charge of more than four ounces
- Missile having an explosive or incendiary charge of more than one-quarter ounce
- Mine
- Device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, Executive Director, or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, Executive Director, or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

ACE Charter Schools Student and Family Policy Manual

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal, Executive Director, or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when ACE has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal, Executive Director, or designee upon either of the following:

1. The pupil's presence will be disruptive to the education process
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

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the ACE Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of ACE's Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal, Executive Director, or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

ACE Charter Schools Student and Family Policy Manual

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 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 ACE to any other school district or school to which the student seeks enrollment
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

ACE may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by ACE 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 entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of

ACE Charter Schools Student and Family Policy Manual

the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, ACE must present evidence that the witness' presence is both desired by the witness and will be helpful to ACE. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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 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. Sworn declarations may be admitted as testimony from witnesses of whom the

ACE Charter Schools Student and Family Policy Manual

Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

I. Written Notice to Expel

The Principal, Executive Director, or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with ACE.

The Principal, Executive Director, or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. ACE shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

ACE Charter Schools Student and Family Policy Manual

Students who are expelled from ACE shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to 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 Board following a meeting with the Principal, Executive Director, or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal, Executive Director, or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon ACE's capacity at the time the student seeks readmission.

O. Notice to Teachers

ACE shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within ACE's board adopted Attendance Policy for truancy and only after ACE follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a Parent/Guardian/Educational Rights Holder to request a hearing prior to any involuntary removal.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of El Dorado County Charter School Special Education Local Plan Area (SELPA)

ACE shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who ACE 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

ACE Charter Schools Student and Family Policy Manual

in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative 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, ACE, 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:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If ACE, 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 ACE, 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:

- Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that ACE had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- 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
- Return the child to the placement from which the child was removed, unless the parent and ACE agree to a change of placement as part of the modification of the behavioral intervention plan.

If ACE, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then ACE 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.

ACE Charter Schools Student and Family Policy Manual

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ACE believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ACE, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and ACE agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if ACE believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may:

- return a child with a disability to the placement from which the child was removed; or
- order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

The Principal, Executive Director, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function
- 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

ACE Charter Schools Student and Family Policy Manual

- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 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 IDEA and who has violated ACE's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ACE had knowledge that the student was disabled before the behavior occurred.

ACE shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- 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.
- The parent has requested an evaluation of the child.
- 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 ACE 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 ACE had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. ACE shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by ACE pending the results of the evaluation.

ACE shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ACE Charter Schools Student and Family Policy Manual

General Complaints Policy

The following complaint procedure outlines the steps to be used by parents or guardians who have questions or concerns about the actions of another student, a teacher, staff member, or principal at ACE. We encourage families and staff to resolve problems collaboratively and respectfully. Teamwork, respect, and prompt resolution of conflicts are very important to ACE.

Resolution of concerns should always start with the person with whom you have a concern. If the problem or conflict is unresolved, it is essential that the school principal be included in the process of resolving concerns.

Step 1: Contact the teacher or staff member involved. Try to discuss over the phone or have a face-to-face conference at a time that is mutually agreeable. Remember that such meetings should not interfere with the teacher's instructional time nor disrupt order at the School.

Step 2: If the concern is not resolved in Step 1, contact the School Principal. Be prepared to give details about the concern and steps that have been taken to resolve the problem. The Principal and the complainant shall attempt to resolve the dispute informally.

Step 3: If the problem is not resolved informally, the School Principal will set up a formal meeting to discuss the issue with the involved parties within thirty (30) calendar days. The Principal shall consider all the facts and arrive at a resolution of the complaint.

Step 4: If the complainant is dissatisfied with the Principal's decision, the complainant may petition the ACE Charter Schools' Director of Schools or Executive Director in writing. The ACE Charter Schools' Director of Schools or Executive Director shall consider all the facts and arrive at a resolution of the complaint.

Step 5: If the complainant is dissatisfied with the Director of Schools or Executive Directors decision, the complainant may petition the ACE Charter Schools' Board of Directors in writing, using the form attached. The Board will not get involved until steps 1 through 4 have been attempted.

Step 6: An Appeals Subcommittee of the Board of Directors shall review the complaint. After considering all the facts and circumstances, the Appeals Subcommittee shall determine how best to resolve the matter and send written confirmation of such resolution to the complainant. To reach such resolution, the Appeals Subcommittee, if deemed necessary, may (1) contact the complainant by phone to discuss the complaint; and/or (2) issue a request to meet with the complainant to discuss the complaint in person. The Appeals Subcommittee shall attempt to resolve the matter within 30 calendar days of receipt of the complaint, and shall send the complainant written confirmation of the resolution.

ACE Charter Schools Student and Family Policy Manual

Step 7: If the complainant is dissatisfied with the Appeals Subcommittee's decision, the complainant may petition the Board Chair in writing within thirty (30) calendar days of the Appeals Subcommittee's written resolution described in step 6. The Board Chair shall review the complaint and send written confirmation of the resolution to the complainant within thirty (30) calendar days. The Chair's decision shall be final.

GENERAL COMPLAINT FORM

ACE Charter Schools Student and Family Policy Manual

Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) this complaint is about (if known and applicable):

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (e.g. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Employees providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date:

Print Name

To be completed by Charter School:

Received by: _____

Date: _____

ACE Charter Schools Student and Family Policy Manual

Uniform Complaint Policy and Procedures

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

1. Complaints of unlawful discrimination, harassment, intimidation, or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, ethnic group identification, citizenship, immigration status, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any ACE program or activity.
2. Complaints of violations of state and/or federal law and regulations governing the following programs including but not limited to:
 - After School Education and Safety Programs
 - Foster and Homeless Youth Services
 - Consolidated Categorical Aid Programs
 - Child Nutrition Programs
 - Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
 - Economic Impact Aid
 - Tobacco-Use Prevention Education
 - Special education programs
 - Accommodations for Pregnant and Parenting Pupils
 - Education of Migratory Pupils and Pupils from Military Families
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities. A pupil fee includes, but is not limited to, all of the following:
 1. A fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in

ACE Charter Schools Student and Family Policy Manual

Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- a. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - b. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - c. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
2. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 3. If ACE finds merit in a pupil fees complaint ACE shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by ACE to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 4. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus
 6. Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
 7. Complaints of noncompliance with ACE's Comprehensive School Safety Plan.

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

ACE Charter Schools Student and Family Policy Manual

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

Compliance Officer

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

Rosie Bravo
Director of Human Resources and Compliance
1100 Shasta Avenue
San Jose, CA 95126
408-295-6008

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

Should a complaint be filed against the Director of Human Resources and Compliance, the compliance officer for that case shall be the President of the ACE Board of Directors.

Notifications

ACE shall annually provide written notification of ACE's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English. Pursuant to section 48985 of the Education Code, if fifteen (15) percent or more of the pupils enrolled in ACE speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such pupils in their primary language.

The Director of Human Resources and Compliance or designee shall make available copies of ACE's uniform complaint procedures free of charge.

The annual notice shall include the following:

1. A statement that ACE is primarily responsible for compliance with federal and state laws and regulations.
2. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
3. A statement identifying the responsible staff member, position, or unit designated to receive complaints.

ACE Charter Schools Student and Family Policy Manual

4. A statement that the complainant has a right to appeal ACE's decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving ACE's decision.
5. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
6. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

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

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

Step 1: Filing of Complaint

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

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

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

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

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

Step 2: Mediation

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

ACE Charter Schools Student and Family Policy Manual

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

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

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

Step 3: Investigation of Complaint

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

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

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

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

Step 4: Response

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

Step 5: Final Written Decision

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

The decision shall include:

ACE Charter Schools Student and Family Policy Manual

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal ACE's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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

Appeals to the California Department of Education

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

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

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by ACE, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of ACE's complaint procedures.
7. Other relevant information requested by the CDE.

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

ACE Charter Schools Student and Family Policy Manual

Civil Law Remedies

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

Information about this Policy can also be found on the School's website at:
<https://www.acecharter.org/ace-documents/>.

Uniform Complaint Procedure Form

Last Name: _____

First Name/MI: _____

Student Name (if applicable): _____

Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____

Work Phone: _____

School/Office of Alleged Violation: _____

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

- | | | |
|---|--|---|
| <input type="checkbox"/> Special Education | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Foster/Homeless Youth |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Tobacco-Use Prevention Education |
| <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> No Child Left Behind Programs | <input type="checkbox"/> Lactating Pupils |
| <input type="checkbox"/> Pregnant/Parenting Pupil | <input type="checkbox"/> Local Control Funding Formula | <input type="checkbox"/> Pupil of a Military Family |
| <input type="checkbox"/> Migratory Pupil | | |

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

- | | | |
|--|--|---|
| <input type="checkbox"/> <input type="checkbox"/> Age | <input type="checkbox"/> <input type="checkbox"/> Genetic Information | <input type="checkbox"/> <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> <input type="checkbox"/> Ancestry | <input type="checkbox"/> <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> <input type="checkbox"/> Color | <input type="checkbox"/> <input type="checkbox"/> Marital Status | <input type="checkbox"/> <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> <input type="checkbox"/> Medical Condition | |
| <input type="checkbox"/> <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> <input type="checkbox"/> Nationality / National Origin | |
| <input type="checkbox"/> <input type="checkbox"/> Medical Condition | <input type="checkbox"/> <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> <input type="checkbox"/> Gender/Gender Expression/Gender Identity | <input type="checkbox"/> <input type="checkbox"/> Religion | |

ACE Charter Schools Student and Family Policy Manual

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

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

ACE Charter Schools Student and Family Policy Manual

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____

Date: _____

Mail complaint and any relevant documents to:

Rosie Bravo
Director of Human Resources and Compliance
1100 Shasta Avenue
San Jose, CA 95126
408-295-6008

ACE Charter Schools Student and Family Policy Manual

Glossary

In accordance with California law, ACE follows the following definitions. These can be found throughout the handbook, marked with a superscripted number next to the term within the glossary.

Terms located within “Authorized Comprehensive Sexual Health Education”

1. “*Age appropriate*”– topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
2. “*Comprehensive sexual health education*”– education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
3. “*English Learner*”– a pupil who is “limited English proficient” as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
4. “*HIV prevention education*”– instruction on the nature of human immunodeficiency virus (“HIV”) and acquired immunodeficiency syndrome (“AIDS”), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
5. “*Instructors trained in the appropriate courses*”– instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.
6. “*Medically accurate*”– verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

Terms located within “Section 504 Procedures”

7. “*Academic Setting*”– the regular, educational environment operated by ACE
8. “*Individual with a Disability under Section 504*”– An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
9. “*Evaluation*”– procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

ACE Charter Schools Student and Family Policy Manual

10. *"504 Plan"*– is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
11. *"Free Appropriate Public Education" (FAPE)*– the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
12. *"Major Life Activities"*– Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
13. *"Physical or Mental Impairment"*–
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
14. *"504 Coordinator"*– The Lucas Kelleher, Director of Student Services shall serve as ACE’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at 408-295-6008 or lkelleher@acechater.org.
15. *"Has a record of such an impairment"*– means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
16. *"Is regarded as having an impairment"*– means
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

Terms located within "Transportation Safety Plan"

ACE Charter Schools Student and Family Policy Manual

17. *School bus*— any motor vehicle designed, used, or maintained for the transportation of an ACE pupil at or below the grade 12 level to or from ACE or to and from ACE activities. “School bus” does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more pupils who use wheelchairs.
18. *“School activity bus”*— any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between ACE and carrier to transport ACE pupils at or below the grade 12 level to or from an ACE activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

Terms located within “Student Truancy Policy”

19. *“Truancy”*— Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse on three occasions or tardy for more than 30 minutes in a school day on three occasions in one school year is a truant and will be reported to the Office Manager, the Principals or School Site Administrator.
20. *“Habitual Truant”*— Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
21. *“Chronic Truant”*— Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

Terms Located within “Education Records and Student Information Policy”

22. *“Education Record”*— any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by ACE or by a party acting for ACE. Such information includes, but is not limited to:
1. Date and place of birth; parent and/or guardian’s address, mother’s maiden name and where the parties may be contacted for emergency purposes;
 2. Grades, test scores, courses taken, academic specializations and school activities;
 3. Special education records;

ACE Charter Schools Student and Family Policy Manual

4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended; and/or
7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of ACE that were created by that law enforcement unit for the purpose of law enforcement;
3. In the case of a person who is employed by ACE but not in attendance at ACE, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at ACE;
5. Records that only contain information about an individual after the individual is no longer a student at ACE; or
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

23. "*Personally Identifiable Information*"– Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who ACE reasonably believes knows the identity of the student to whom the education record relates.

24. "*Directory Information*"– Charter School may disclose the personally identifiable information that it has designated as directory information, consistent with the

ACE Charter Schools Student and Family Policy Manual

terms of the annual notice provided by ACE pursuant to the FERPA (20 U.S.C. § 1232g). ACE has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

25. *"Parent"*– Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

26. *"Eligible Student"*– Eligible student means a student who has reached eighteen (18) years of age.

27. *"School Official"*– A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of ACE. A school official also may include a volunteer for ACE or an independent contractor of ACE or other party who performs an institutional service or function for which ACE would otherwise use its own employees and who is under the direct control of ACE with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

28. *"Legitimate Educational Interest"*– A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Terms located within "Education for Foster and Mobile Youth Policy"

ACE Charter Schools Student and Family Policy Manual

29. *“Foster youth”*– means a child who has been removed from their home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court, as well as children dependent of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court’s jurisdiction in accordance with the tribe’s law.
30. *“Former juvenile court school pupil”*– means a pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.
31. *“Child of a military family”*– refers to a student who resides in the household of an active duty military member.
32. *“Currently Migratory Child”*– refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
33. *“Pupil participating in a newcomer program”*– refers to a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.
34. *“Educational Rights Holder” (ERH)*– refers to a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
35. *“School of origin”*– the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
36. *“Best interests”*– means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the

ACE Charter Schools Student and Family Policy Manual

foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Terms located within "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy"

37. "*Prohibited Unlawful Harassment*"–

- a. Verbal conduct such as epithets, derogatory jokes or comments or slurs
- b. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school or work because of sex, race or any other protected basis
- c. Retaliation for reporting or threatening to report harassment
- d. Deferential or preferential treatment based on any of the protected classes above

38. "*Bullying*"- Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- a. Placing a reasonable pupil³⁹ or pupils in fear of harm to that pupil's or those pupils' person or property.
- b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- c. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- d. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ACE.

39. "*Reasonable pupil*"– a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

40. "*Cyberbullying*"– an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

41. "*Electronic act*"– the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- a. A message, text, sound, video, or image.
- b. A post on a social network Internet Web site including, but not limited to:

ACE Charter Schools Student and Family Policy Manual

- i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- c. An act of “Cyber sexual bullying” including, but not limited to:
- i. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- d. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.



School Site Safety and Crisis Response Plan

ACE Empower Academy
625 S. Sunset Ave, San Jose, CA 95116
Tel: (408) 729-3920 Fax: (408) 729-3952

ACE Inspire Academy
1155 Julian Ave, San Jose CA 95116
Tel: (408) 498-7665 Fax: (408) 498-7666

ACE Esperanza Middle School
1665 Santee Drive, San Jose CA 95122
Tel: (408) 426-6361 Fax: (408) 729-3952

ACE Charter High School
1776 Educational Park Drive, San Jose CA 95133
Tel: (408) 251-1362 Fax: (408) 251-1366

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ACE Charter Schools School Site Safety and Crisis Response Plan

Table of Contents

INTRODUCTION.....	4
STATEMENT OF PURPOSE	4
PHYSICAL ENVIRONMENT	4
GENERAL SAFETY PROCEDURES.....	8
SAFETY STRATEGIES ON CAMPUS	8
SUSPECTED CHILD ABUSE REPORTING AND PROCEDURES	12
SUSPENSION AND EXPULSION POLICIES.....	12
PROCEDURES FOR NOTIFYING TEACHERS ABOUT DANGEROUS PUPILS	28
TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY	28
SCHOOL DRESS CODE.....	35
CAMPUS VIOLENCE SAFETY PROCEDURES	38
SUICIDE PREVENTION POLICY	43
PROCEDURE TO HANDLE THE DEATH OF A STUDENT	45
BLOODBORNE PATHOGENS SAFETY PROCEDURES.....	46
PANDEMIC INFLUENZA PROCEDURES.....	50
SEVERE WEATHER PROCEDURE	51
<i>Flood</i>	51
<i>Tornado</i>	51
EXTENDED POWER LOSS PROCEDURE	52
POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS SAFETY PROCEDURES	52
BIOLOGICAL / CHEMICAL ATTACK.....	53
RADIATION THREAT	55
AIR POLLUTION / SMOG	56
FALLEN AIRCRAFT	57
EXPLOSION	58
UNAUTHORIZED DEMONSTRATION / WALKOUT	60
SCHOOL CRISIS TEAM	62
ACE CHARTER SCHOOL CRISIS TEAM ROLES & RESPONSIBILITIES.....	62
EMERGENCY PHONE NUMBERS.....	63
SAFETY COMMITTEE	63
INITIAL RESPONSE TO EMERGENCIES	64
ACTIVITIES BY PHASES OF EMERGENCY MANAGEMENT	70
EVACUATION ROUTES.....	72
SAFE INGRESS TO AND EGRESS FROM SCHOOL	73
EMERGENCY PROCEDURES	75
MEDICAL EMERGENCY REPORTING PROCEDURE.....	75
FIRE EMERGENCY REPORTING PROCEDURE	77
EARTHQUAKE PROCEDURE	80
BOMB THREAT.....	83
INTRUDER / HOSTAGE TAKING / LOCKDOWN PROCEDURE	85
SEVERE ALLERGIC REACTION (ANAPHYLAXIS)	86
ARMED ASSAULT ON CAMPUS	91
DRIVE-BY SHOOTING	91
FIRST AID, CPR AND HEALTH SCREENING.....	93
EMERGENCY DRILLS	94
EARTHQUAKE DRILL PROCEDURE.....	94
FIRE DRILL PROCEDURE	95
SHELTER-IN-PLACE	96
LOCKDOWN	96

ACE Charter Schools School Site Safety and Crisis Response Plan

ACE DISASTER POLICY	97
ACE SCHOOL RESOURCES.....	99
SAFETY DRILL SCHEDULE	99
GENERAL CLASSROOM SAFETY CHECKLIST	100
SCHOOL CRISIS RESPONSE BOX CHECKLIST	101
MINOR INCIDENT/ACCIDENT REPORT	104
MAJOR INCIDENT/ACCIDENT REPORT	105
MONTHLY SCHOOL SITE SAFETY CHECKLIST	107
ACE SAFETY COMMITTEE MEETING DOCUMENTATION	109
MAINTENANCE AND REPAIR LOG	110
UNSAFE OR HAZARDOUS CONDITIONS LOG.....	111
APPENDIX.....	112
HOMELAND SECURITY ADVISORY RECOMMENDATIONS.....	112
ACE CHARTER HIGH SCHOOL SITE MAP	112
ACE EMPOWER ACADEMY SITE MAP	113
ACE ESPERANZA MIDDLE SCHOOL SITE MAP	114
ACE INSPIRE ACADEMY SITE MAP	115
2019-2020 STAFF CONTACT LIST	116
SUSPECTED CHILD ABUSE REPORT.....	117

Introduction

Statement of Purpose

ACE Charter Schools (“ACE,” “School(s)” or “Charter School(s)”) 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 section 32280 et. Seq. and Title V of the California Code of Regulations section 530 et. Seq.*, 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 Central Office and School Site leadership 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/their responsibilities in an emergency. California law declares that all public employees are “civil defense workers subject to such civilian defense activities as may be assigned to them by their supervisors or by law.”

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan was developed with this in mind.

ACE’s Safe School Vision

1. ACE will provide a safe, orderly, and secure environment conducive to learning in which students will be safe from both physical and social-psychological harm.
2. ACE will develop a plan to work cooperatively and collaboratively with parents, students, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
3. ACE will create a learning and working environment where parents can be confident that their students are safe and secure.
4. ACE will identify clear procedures for emergencies.
5. ACE is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to all those present on campus (students, staff, parents, etc.).

Physical Environment

The Schools’ Location and Physical Environment

ACE Charter Schools are located at:

ACE Empower Academy
625 S. Sunset Ave, San Jose, CA 95116

ACE Inspire Academy
1155 Julian Ave, San Jose CA 95116

ACE Charter Schools School Site Safety and Crisis Response Plan

ACE Esperanza Middle School
1665 Santee Drive, San Jose CA 95122

ACE Charter High School
1776 Educational Park Drive, San Jose CA 95133

ACE's mission is to serve families and communities that have a higher need and have track records of students who struggle in tradition school setting, therefore establishing schools in areas where there is a higher poverty level and crime rate. The immediate area around the schools 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

ACE Charter Schools are located at:

1. ACE Empower Academy: 625 S. Sunset Ave, San Jose, CA 95116
Located in the Mayfair neighborhood, this site has a total of 16 classrooms, administrative offices, multipurpose building, staff room, server, and a counseling room. It is completely enclosed by a fence with gates. During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.
2. ACE Inspire Academy: 1155 Julian Ave, San Jose CA 95116
Located in the north downtown area, this site has a total of 12 classrooms, administrative offices, multipurpose room, and student services offices with access to a share field, tennis courts, and pool. It is completely enclosed by a fence with gates and set to the back, through a parking lot and by tennis courts. During the school day, staff members and administrators provide supervision. Identified problem areas receive increased supervision to reduce discipline, crime or other school safety concerns.
3. ACE Esperanza Middle School: 1665 Santee Drive, San Jose CA 95122
Located in the Santee neighborhood, this site has a total of 13 classrooms, administrative offices, server, and a multipurpose room with access to a gym, and track with field. It is completely enclose by a fence with gates on a shared campus with Bridges Academy. During the school day, staff members and administrators provide supervision. Identified problem areas receive increased supervision to reduce discipline, crime or other school safety concerns.
4. ACE Charter High School: 1776 Educational Park Drive, San Jose CA 95133
Located on the south west corner of the Independence High School Campus, this site has a total of 16 classrooms, administrative offices, staff room, and college center, with access to facilities through Independence High School. It is partially enclosed by a fence with gates on a shared campus with Independence High School, Downtown College Prep High School and Pegasus Continuation School. During the school day, staff members and administrators provide 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 and or reported to the appropriate authorities.

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.

ACE Charter Schools School Site Safety and Crisis Response Plan

The classrooms are monitored for safety and appearance by the central office administrators, school leaders and individual classroom teachers. Teachers and administrators can report facility maintenance issues to the School's Office Manager or the Principal who are responsible for resolving all general as well as urgent maintenance issues. The staff and students take pride in the appearance of the school.

School Site Security Procedures

ACE has established procedures in the following areas: general classroom safety, suspected child abuse reporting, harassment policies, suspension and expulsion procedures, discipline policies, procedures to notify teachers of potentially dangerous students, bullying prevention and campus violence procedures, school dress code and visitors on campus procedures.

ACE maintains a copy of the school's policies and procedures in the *Student and Family Handbook* and/or *Employee Handbook*. The *Student and Family Handbook* is distributed at the beginning of each school year to all parents and pupils and is available on request.

Included in this School Site Safety Plan Appendix are the school maps for ACE Charter School(s) established by the School Site Personnel indicating safe entrance and exit areas for pupils, parents and school employees.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The Principal/designee uses appropriate records to inform teachers of each pupil identified under Education Code section 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 or classroom 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 secure.

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

ACE Charter Schools School Site Safety and Crisis Response Plan

An abridged version of procedures for emergencies is contained in the *Employee Handbook*, which is available to each staff member and in each classroom. The plan is reviewed at the beginning of each school year. This plan also contains available school and outside agency resources for an emergency or disaster.

Classroom Organization and Structure

ACE teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including: using projects, presentations, hands-on activities, portfolios, journals, creative writing, art, displays and others.

The teachers at ACE are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at ACE. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all students.

All students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the Principal, Assistant Principal, Dean of Students, Office Manager, Office Assistant, Campus Supervisor, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

Non-Negotiable Expectations for ACE Charter School Students:

ACE's Core Values

Adherence to the ACE Charter School Three Core Values

1. Be respectful
 2. Show pride
 3. Show *ganas*
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.

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.

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 students. 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.

Appropriate 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 appropriate 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 ("SST"). The ACE staff shall implement the response plan for suicide detailed below in the "Suicide" section below in cases where a student exhibits specific characteristics. In incidences of possible suicide, a 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.

Gather and Analyze Data About School Climate and Community

ACE Charter Schools School Site Safety and Crisis Response Plan

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 collects survey information from their staff and students. Data that is collected, reported, and reviewed, areas identified as safety concerns are addressed. 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.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at ACE Charter Schools. 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.

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 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 Charter Schools School Site Safety and Crisis Response Plan

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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 Schools School Site Safety and Crisis Response Plan

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 (833) SCC-KIDS (833-722-5437)***. 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"

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 the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.

ACE Charter Schools School Site Safety and Crisis Response Plan

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, Executive Director, or designee's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students

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 time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.

ACE Charter Schools School Site Safety and Crisis Response Plan

- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in *Health and Safety Code Sections 11053-11058*, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in *Health and Safety Code Sections 11053-11058*, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or 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
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in *Health and Safety Code Section 11014.5*.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in *Penal Code Sections 261, 266c, 286, 288, 288a or 289*, or committed a sexual battery as defined in *Penal Code Section 243.4*.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or reinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

ACE Charter Schools School Site Safety and Crisis Response Plan

- s. Committed sexual harassment, as defined in *Education Code Section 212.5*. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of *Section 233 of the Education Code*. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i) A message, text, sound, or image.
 - ii) A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

ACE Charter Schools School Site Safety and Crisis Response Plan

- c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.

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

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

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property.

ACE Charter Schools School Site Safety and Crisis Response Plan

- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which

ACE Charter Schools School Site Safety and Crisis Response Plan

would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i) A message, text, sound, or image.
 - ii) A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).
- w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item

ACE Charter Schools School Site Safety and Crisis Response Plan

from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, Executive Director, or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, Executive Director, or designee.

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

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.

ACE Charter Schools School Site Safety and Crisis Response Plan

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal, Executive Director, or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal, Executive Director, or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

ACE Charter Schools School Site Safety and Crisis Response Plan

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal, Executive Director, or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the public hearing.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of

ACE Charter Schools School Site Safety and Crisis Response Plan

his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided

ACE Charter Schools School Site Safety and Crisis Response Plan

notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in *Education Code Section 48900*, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

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

I. Written Notice to Expel

The Principal, Executive Director, or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, Executive Director, or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

ACE Charter Schools School Site Safety and Crisis Response Plan

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal, Executive Director, or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal, Executive Director, or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an

ACE Charter Schools School Site Safety and Crisis Response Plan

opportunity for a Parent/Guardian/Educational Rights Holder to request a hearing prior to any involuntary removal.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

i. Notification of El Dorado County Charter School Special Education Local Plan Area (SELPA)

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative 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 Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

ACE Charter Schools School Site Safety and Crisis Response Plan

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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 Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), 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.

v. Special Circumstances

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

The Principal, Executive Director, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

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

vi. Interim Alternative Educational Setting

ACE Charter Schools School Site Safety and Crisis Response Plan

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

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 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. Copies of this notice are maintained in the school office.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, ACE Charter Schools prohibit any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, ACE will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. ACE school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

ACE Charter Schools School Site Safety and Crisis Response Plan

Moreover, ACE Charter Schools will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which ACE does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. ACE will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Rosie Bravo
Compliance Manager
rbravo@acecharter.org or 408-295-6008

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by ACE Charter Schools.

ACE is committed to provide an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

ACE Charter Schools School Site Safety and Crisis Response Plan

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ACE.

ACE Charter Schools School Site Safety and Crisis Response Plan

* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as

ACE Charter Schools School Site Safety and Crisis Response Plan

it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Rosie Bravo
Compliance Manager
rbravo@acecharter.org or 408-295-6008

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

ACE Charter Schools acknowledge and respect every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

ACE prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of ACE, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

ACE Charter Schools School Site Safety and Crisis Response Plan

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

5. Right of Appeal

Should the reporting individual find the Coordinator’s resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student/Family Handbook.

ACE Charter Schools School Site Safety and Crisis Response Plan

**TITLE IX, Harassment, Intimidation, Discrimination & Bullying
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize ACE to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

ACE Charter Schools School Site Safety and Crisis Response Plan

School Dress Code

In accordance with ACE's Student and Family Handbook, 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.

To deter gang affiliations and promote school security, students are prohibited from wearing gang-related apparel. Gang related apparel is defined as any clothing, signs, attire, or paraphernalia. As a result, students will not be permitted to wear red or blue accessories (shoe laces, bandanas, bracelets, belts, necklaces, hair ties, binders, notebooks, backpacks, etc.). This definition of "gang-related apparel" is limited to apparel that, if worn or displayed on ACE's campus, reasonably could be determined to threaten the health and safety of the school environment. "Gang-related apparel" shall not be considered a protected form of speech.

Student Dress Code 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 lives. In pursuit of that goal, we have designed a dress code policy to reflect our norms of professionalism, which contribute to life-long success. Our dress code policy is designed to ensure that students are clean, neat, well-kept and age-appropriately dressed from head to toe. Students are expected to be in proper uniform at all times. Any article of clothing that distracts the learning environment will be confiscated for the whole year. ACE will provide all new student with one free ACE polo shirt. The goals of the uniform policy are as follows:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

The student dress code at ACE Charter School consists of:

- ACE embroidered polo shirt or other appropriately sized polo shirt in the school's selected colors.
- Pants or capris – appropriately sized in the school's selected color(s), with no designs whatsoever on the pants/capris. Pants/capris must sit at the hips.
- Skirts or shorts - appropriately sized in the schools selected color(s), which must be at the knee.
- Belts must be solid black leather or cloth with no design on belt or buckle.
- ACE embroidered sweatshirt or other solid black/white/grey sweatshirt.
- College and/or University sweatshirts are allowed on school's designated day(s).
- Backpack (no blue, red, or logos, other than the logo of the backpack manufacturer, allowed)

Colors vary by school. For your reference, please see table below:

ACE Charter Schools School Site Safety and Crisis Response Plan

School Site	School Color
ACE Empower Academy	Bottoms: Khaki pants, shorts, skirts, or skorts Tops: Black & Yellow polo Outerwear: Black, Grey, White sweater or any College sweaters
ACE Esperanza Middle School	Bottoms: Khaki or Black pants, shorts, skirts, skorts Tops: Black & Yellow polo Outerwear: All black, all grey sweaters or any college sweaters
ACE Charter High School	Bottoms: Black pants, shorts, skirts, skorts Tops: Black, White, Grey, & Purple polo
ACE Inspire Academy	Bottoms: Black pants, shorts, skirts, skorts Tops: Purple & Pink polo

ACE has secured different options for families to purchase their polo shirts. Vendors are invited to sell at various campus community events. If you are unable to find your school's polo colors at your local store, you may visit this uniform store location:

Merry Mart Uniforms
 33 Washington Street
 Santa Clara, CA
 (408) 296-0423
merrymartuniforms.com

The following items are NOT allowed at ANY time:

- Distracting jewelry or piercing (hoop earrings larger than 1 inch in diameter)
- Distracting make up
- Head coverings of any kind (unless excused by a medical professional, or for religious purposes; written notice from the student's medical professional, parent, or guardian must be previously provided to the Principal)
- Pants/capris and/or skirts/shorts that are oversized or sagging
- Nike Cortez and classic Reebok tennis shoes or predominantly red or blue tennis shoes
- Open toed shoes or sandals
- Red or blue accessories (shoe laces, bracelets, necklaces, hair ties, etc.)

Administration has the discretion to deem any part of the uniform inappropriate and will ask parents to bring appropriate uniform attire to the school. Students 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. Any confiscated items must be picked up by a parent after or before school.

ACE Charter Schools School Site Safety and Crisis Response Plan

Free Dress (Note: Application of the free dress policy may vary from school to school)

Free dress is an earned privilege and is authorized by administration only. If Free Dress is earned, it will be announced at the end of the prior school day. When students earn free dress, they must comply with the following guidelines:

- No sagging or oversized pants
- Shirts must be an appropriate length
- No tube tops or thin straps or any garments that reveal undergarments
- No articles of clothing or accessories with any red or blue
- No distracting jewelry (hoop earrings larger than 1 inch in diameter)
- No distracting make up
- No head coverings of any kind (unless excused by a medical professional (written notice from the student's medical professional must be previously provided to the Principal) or religious belief)

School staff will always have the discretion to determine the appropriateness of any item of apparel brought to school by any student.

Personal Belongings

To maintain an environment conducive to learning, students are not allowed to have items at school that will distract from the academic tasks at hand. Prohibited items include but are not limited to:

Gum	Candy
Soda	Any illegal substance
Weapons and toy weapons	Stuffed animals or dolls
Handheld video games or any other electronic toys	Radio or Walkman or MP3 Player
Money	Distracting Jewelry (hoop earrings larger than 1 inch in diameter)
Cell phones or other electronic devices	No articles of clothing or accessories with any red or blue

If students are found on campus in possession of any prohibited items, said items will be confiscated and appropriate disciplinary action will be taken. Depending on the item confiscated, a parent/guardian will have to come to campus to retrieve said item before or after school. If a student is caught on campus with a prohibited item more than once, said item will not be returned to parents/guardians until the last day of the school year. In the case of items such as cell phones, cash, electronic toys or other prohibited items, **ACE Charter Schools is not responsible for replacing any lost or stolen items.**

Employee Dress Code

Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well-groomed and within professionally accepted standards suitable for the employee's position. Employees must wear shoes at all times. Supervisors will inform their subordinates of any specific dress requirements for particular positions. Each school site leader will be responsible in making sure that staff respect the personal appearance standards. Staff who wear any of the prohibited items below may be asked to correct their appearance immediately:

ACE Charter Schools School Site Safety and Crisis Response Plan

- Skirts and shorts that are more than two (2) inches above the knee;
- Pants that are frayed or cut and show skin;
- Tops with straps smaller than two (2) inches wide;
- Clothing that shows excessive amounts of cleavage, undergarments and midriff;
- Excessively form fitting clothing; and
- Flip-flops.

Campus Violence Safety Procedures

School staff should follow these guidelines when a fight occurs:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. **Do not intervene or try to break up the fight if the students are in 5th grade (or above).**
4. Obtain help from other teachers if at all possible.
5. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
6. Call out the names of the involved students and let them know they have been identified.
7. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
8. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
9. Remember that no one can "cool down" instantly; give the student's time to talk in a calm setting and gradually change the climate of the situation.

School Staff should follow these guidelines when a riot occurs:

1. The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
4. Activate needed emergency plans, which may include:
 - a. Instructing office staff to handle communications and initiate lockdown orders.
 - b. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - c. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - d. Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - e. Brief a representative to meet the media.
 - f. Assign staff to a pre-designated medical treatment/triage facility.

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the

ACE Charter Schools School Site Safety and Crisis Response Plan

School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified. If a serious assault occurs:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the Principal, or his/her designee.
7. School Principal, or his/her designee will submit incident report to the local law enforcement if incident is serious.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

1. Notify local law enforcement authorities-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to School Principal, or his/her designee.
3. Do not argue with participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside building, unless instructed otherwise by the Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for School Principal, or his/her designee.

Safety Procedure for Visitors on Campus

All visitors on campus, other than parents who are on campus solely for the purpose of dropping off or picking up their child or children, must sign in at the school office and wear a visitor badge at all times while on campus.

- Parents or other visitors are prohibited from entering classrooms unless invited to do so by the teacher.
- Disruptive behavior, including but not limited to yelling, swearing, violence, undermining of ACE employees, or horseplay is strictly prohibited.
- In the case of any conduct in violation of this Policy on school grounds, the Principal or designee may order the parent or visitor to immediately leave school grounds and may contact law enforcement. Pursuant to the California Penal Code, 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

- 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 the fine and imprisonment.

Procedures to Ensure a Safe and Orderly Environment - School-Wide Student Engagement System

The purpose of ACE's School-Wide Student Engagement System is to promote positive behavior and 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

ACE Charter Schools School Site Safety and Crisis Response Plan

Cheating or plagiarism
Withholding information

Stealing
Drugs or Weapons

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 reflection form and will have a meeting with the Principal or designee. 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 reflection room/office with a referral form.
 - b. The Principal or designee 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 or designee 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 reflection room/office with a referral form.
 - b. The Principal or designee 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 or designee will schedule and hold a meeting between the student and teacher who provided the referral. The Principal or designee 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 or designee 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 reflection room/office with a referral form.
 - b. The Principal or designee will conference with the student and will notify parents/guardians via phone call as well as with a copy of the referral. This

ACE Charter Schools School Site Safety and Crisis Response Plan

referral must be signed by the parent/guardian and returned to the office the next school day.

- c. The Principal or designee will schedule and hold a meeting between the parent, student, and teacher who provided the referral. The Principal or designee 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 or designee 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 reflection room/office with a referral form.
 - b. The Principal or designee 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 or designee 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 or designee 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 or designee 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 reflection room/office with a referral form.
 - b. The Principal or designee 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 or designee 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 or designee 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

- f. The school office manager or designee 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 Prevention Policy

The Board of Directors of Ace Charter School(s) ("ACE") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

The policy has been developed in consultation with ACE and community stakeholders, ACE - employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with ACE and is characterized by caring staff and harmonious interrelationships among students.

ACE's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Principal or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, ACE's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or ACE and community resources that can help youth in crisis.

ACE's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in ACE's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, ACE resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and

ACE Charter Schools School Site Safety and Crisis Response Plan

lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

Suicide prevention training for staff will be provided and be designed to help staff identify and find help for students at risk of suicide. The training may be offered under the discretion of the Principal and/or Board of Directors and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. ACE and community resources and services for students and families in crisis and ways to access them.
5. ACE procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
6. Materials approved by ACE for training shall include how to identify appropriate mental health services, both at the ACE site and within the larger community, and when and how to refer youth and their families to those services.
7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Principal or designee. The Principal or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at ACE or in the community.

When a suicide attempt or threat is reported, the Principal or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred;
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

ACE Charter Schools School Site Safety and Crisis Response Plan

2. Designate specific individuals to be promptly contacted, for example the ACE counselor, psychologist, nurse, Principal, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at ACE.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the ACE campus, the Principal or designee shall follow the crisis intervention procedures contained in ACE safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. ACE staff may receive assistance from ACE counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in ACE activities to notify a teacher, Principal, another ACE administrator, psychologist, ACE counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

ACE Employees Acting Within Scope

ACE shall ensure that employees act only within the authorization and scope of the employee's credential or license. Nothing in this Policy shall be construed as authorizing or encouraging a ACE employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 and offered the hepatitis B vaccination.

ACE Charter Schools School Site Safety and Crisis Response Plan

- 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 Personal Protective Equipment (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:

ACE Charter Schools School Site Safety and Crisis Response Plan

- ✓ 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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, and benefits of the vaccination
- 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.

Pandemic Influenza Procedures

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.

Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The California Department of Public Health will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

Principal/Site Administrator Actions:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the California Department of Public Health in monitoring outbreaks.

ACE Charter Schools School Site Safety and Crisis Response Plan

- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Staff and Student Actions:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice “respiratory hygiene etiquette”.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

In the event of a school closing, school recovery from an influenza pandemic will begin when school officials determine that normal supplies, resources and response systems can manage ongoing school activities. School officials will assess the economic and educational impact of the pandemic. The organization will follow public health recommendations in the event specific actions are required to return to school including environmental sanitation. School opening will be communicated through local TV, radio stations and social media outlets.

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 Schools School Site Safety and Crisis Response Plan

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:
 - Janitorial Storage closet
- Personal Protective Equipment (PPE):
 - Janitorial Storage closet

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

ACE Charter Schools School Site Safety and Crisis Response Plan

- 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: **San Jose Fire Department**

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination

Move people/personnel away or evacuate from contamination area

Biological / Chemical Attack

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 its authorizer 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 its authorizer 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 its authorizer 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:

- When appropriate, REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm water.

ACE Charter Schools School Site Safety and Crisis Response Plan

- LISTEN TO RADIO/PA System for other instructions.

Air Pollution / Smog

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 unhealthy 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

ACE Charter Schools School Site Safety and Crisis Response Plan

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 its authorizer.
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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 its authorizer 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 its authorizer 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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.

Unauthorized 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

2. The Principal/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The Principal/designee will notify the Request Gate Team 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: Lisamarie Reid

Phone: (408) 426-0820

Emergency Coordinator

Name: Lisamarie Reid

Phone: (408) 426-0820

Emergency Response Team:

Site Communications Team	Lisamarie Reid	(408) 428-0820
Utilities & Hazards Team	Daniel Gonzalez-Meza	(408) 396-1504
First Aid Team	Claudia Gonzalez	(408) 401-6213
Food & Water	Graciela Diaz	
Traffic & Security	Lorenzo Diaz and Manuel Salazar	(408) 396-1552

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 Chief of Schools (510) 759-6145
- Call the District of Human Resources and Compliance (408) 624-0171

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

ACE Charter Schools School Site Safety and Crisis Response Plan

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

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)

District Facilities Manager: Rosie Bravo 408-624-0171

Safety Committee

ACE Charter Schools School Site Safety and Crisis Response Plan

Name	Title	Phone
Lisamarie Reid	Principal	408- 426-0820
Daniel Gonzalez-Meza	Assistant Principal	408- 396-1504
Claudia Gonzalez	Office Manager	408- 401-6213
Lorenzo Diaz	Facilities/Custodian	408- 396-1552
Rosie Bravo	Director of HR and Compliance	408-624-0171

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

ACE Charter Schools School Site Safety and Crisis Response Plan

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

ACE Charter Schools School Site Safety and Crisis Response Plan

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 or designee 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,

ACE Charter Schools School Site Safety and Crisis Response Plan

classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

- 1.The Principal or designee 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 or designee 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

“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 or designee 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 or designee 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 or designee 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

“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 or designee 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 or designee 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

“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 School 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:

ACE Charter Schools School Site Safety and Crisis Response Plan

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:

ACE Charter Schools School Site Safety and Crisis Response Plan

- 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 classroom. 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

School	ACE Empower Academy	ACE Inspire Academy	ACE Esperanza Middle School	ACE Charter High School
Location	West Field, south of Cesar Chavez Elementary	Grass Field south west of the classrooms	Middle of the track	Grass Field east of G buildings
Address	625 South Sunset Avenue, SJ 95116	1155 East Julian Street, SJ 95116	1665 Santee Drive, SJ 95116	1776 Educational Park Drive, SJ 95133

ACE Charter Schools School Site Safety and Crisis Response Plan

Phone Number	(408) 729-3920	(408) 498-7665	(408) 326-2155	(408) 251-1362
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Secondary Off-Site Evacuation/Assembly Location

School	ACE Empower Academy	ACE Inspire Academy	ACE Esperanza Middle School	ACE Charter High School
Organization + Location	Parque de la Amistad (Public Park)	San Jose High School	Educare Community Center	San Jose Public Library
Address	Behind rear north parking lot at 480 McCreery Ave.	275 N. 24 th Street, SJ 95116	1399 Santee Drive, SJ 95116	1772 Educational Park Drive, SJ 95133

These will be the primary evacuation areas for ACE Charter Schools. 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 secondary off-site evacuation/assembly locations.

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, an abridged version of this information is provided to the staff the Employee Handbook.

Safe Ingress to and Egress from School

Most students arrive to school by foot or via personal transportation. During every summer all ACE schools send out in their welcome mailer instructions on where students can be dropped off and picked up at the beginning and end of every school day. All drop off points will be supervised by an ACE staff member no earlier than 30 minutes before the start of school. Pick up supervision will remain until no later than 30 minutes after the end of school. All cars are directed to enter the school parking lot and exit the school parking lot in a specific pattern which does not conflict with neighborhood traffic. Students exit the site through the school entrance and are directed to use the sidewalk at all times.

ACE Charter Schools School Site Safety and Crisis Response Plan

Emergency Procedures

Medical Emergency Reporting Procedure

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information
 - a. School name and phone number
 - b. Building address including nearest cross street(s)
 - c. Exact location within the building
 - d. Your name and phone number
 - e. Nature of the emergency
 - f. Do not hang up until advised to do so by dispatcher
3. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
5. Stay calm. Keep victim warm with a coat or blanket. Do not leave person unattended.
6. Do not move the victim unless there is danger of further injury.
7. Do not give the victim anything to eat or drink.
8. Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Medical Emergency General Guidelines

For minor accidents, use first aid kit in classroom.

If child complains of illness, question him/her to determine severity.

- a. For minor illness, have child rest head on desk for 10 to 15 minutes. IF he/she still complains, send him/her with note to the front office (or call office for escort).
- b. If student is too ill to walk to office, call front office for immediate help and explain severity of situation.

If a child has convulsions:

- a. Keep calm
- b. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
- c. Turn his/her head to one side so his/her tongue will not block his/her airway
- d. Do not attempt to insert anything in his/her mouth
- e. Send someone to the office or call the office for assistance

Chemical Burns of skin or eyes should be flushed with large quantities of water at the nearest source. Then send or call the office.

Insect Bites:

ACE Charter Schools School Site Safety and Crisis Response Plan

- a. Remove stinger if possible.
- b. Apply cold, wet towel
- c. Send to office if systemic symptoms occur (labored breathing, swelling of entire body, etc.)

If a Tooth is displaced by traumatic injury, wrap tooth in moist gauze. Send tooth with injured child to office. Office needs to call parent immediately.

Playground Accidents:

- a. Render first aid on playground if necessary
- b. If child is mobile, take to office
- c. If a stretcher is needed, call 911

RESCUE BREATHING	Tap and shout Open airway Look. Listen. Feel. Give 2 full breaths Check circulation Rescue breathing count: ADULT: 1 breath every 5 seconds CHILD: 1 breath every 3 seconds INFANT: 1 breath every 3 seconds
NOSE BLEED	Sit down Lean forward Stop the bleeding with a cloth
WOUNDS	Wash, apply bandage & ice if desired <i>Severe:</i> Have victim sit or lie down Apply direct pressure Treat for shock Get help
IF CHOKING	If unable to: Breathe, Cough, Speak then: Give thrusts (below rib cage) Repeat until clear
ELECTRIC SHOCK	Do NOT touch GET HELP

Notable Points:

- Do NOT move the victim unless absolutely necessary
- Call the following personnel trained in CPR & First Aid to provide the required assistance prior to the arrival of the professional medical help:

ACE Charter Schools School Site Safety and Crisis Response Plan

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. Attempt First Aid ONLY if trained & qualified.

Fire Emergency Reporting Procedure

When the fire is discovered:

- Activate the nearest fire alarm
- Notify the local Fire Department by calling: **911 or 408-277-4444**
- If the fire alarm is not available, notify the site personnel about the fire emergency:
 - Call Teachers' classroom 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, phone number, building address, including nearest cross street(s):**

ACE Empower Academy
625 S. Sunset Ave, San Jose, CA 95116
Tel: (408) 729-3920 Fax: (408) 729-3952

ACE Inspire Academy
1155 Julian Ave, San Jose CA 95116
Tel: (408) 498-7665 Fax: (408) 498-7666

ACE Charter Schools School Site Safety and Crisis Response Plan

ACE Middle School Franklin-McKinley
1665 Santee Drive, San Jose CA 95122
Tel: (408) 426-6361 Fax: (408) 729-3952

ACE Charter High School
1776 Educational Park Drive, San Jose CA 95133
Tel: (408) 251-1362 Fax: (408) 251-1366

b. Exact location of the fire within the building

2. Have students and staff evacuate the building in accordance with established procedures.

Fight the fire ONLY if:

- The fire department has been notified; The fire extinguisher is in working condition
- The fire is small and is not spreading to other areas
- Escaping the area is possible by backing up to the nearest exit

Upon being notified about the fire:

- Leave the building using the designated escape routes
- Assemble in the designated area (see evacuation map)
- Remain outside until the competent authority announces that it is safe to reenter

Designated Official, Emergency Coordinator or Supervisors must:

- Disconnect utilities & equipment unless doing so jeopardizes his/her safety
- Coordinate an orderly evacuation of personnel
- Perform an accurate head count of personnel reported to the designated area
- Determine a rescue method to locate missing personnel
- Provide the Fire Department personnel with the necessary info about the facility
- Perform assessment & coordinate weather forecast office emergency closing procedures

Area / Floor Monitors Must:

- Ensure that all employees have evacuated the area / floor
- Report any problems to the Emergency Coordinator at the assembly area

Assistants to the Physically Challenged should:

- Assist all physically challenged employees in emergency evacuation

*****Incident Commander or Safety Coordinator is the ONLY PERSON authorized to sign out a child in the event of ANY emergency*****

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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 its authorizer 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 its authorizer 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 arrange transportation 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 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 at the Assembly Area.
8. Take roll at the Assembly Area.
9. Listen for direction from the Principal or designee.

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**
Evaluates
Initiates fire/evacuation drill. Evacuates students.
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.
- **Office Manager**
Calls 911. Follows fire / evacuation drill procedures at appropriate time.
- **Custodian**
precautionary
Evaluates overall campus condition and takes

ACE Charter Schools School Site Safety and Crisis Response Plan

- **Teachers**
drill
 - **Students**
orderly
 - **Other Personnel**
t
- action. Takes necessary emergency precautions with gas, electricity, etc. Reports to Principal when the preceding actions are complete.
- Initiate **drop and cover** procedures. Follow fire/evacuation procedures at appropriate time.
- Respond to the earthquake drill in a quick, calm and manner. Listen and respond quickly to all instructions from staff.
- Drop and cover. Follow fire/evacuation plan at appropriate 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 vital due to secondary hazards (explosions, fire, etc.)

When evacuating, please follow the Evacuation Map located on the Emergency Clipboard by the main entry door of each room. Follow Fire/Evacuation Drill Procedures once assembled.

****Incident Commander or Safety Coordinator is the only person who may check out a child in the case of any emergency.****

ACE Charter Schools School Site Safety and Crisis Response Plan

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, below, 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.
- Will lock all gates

ACE Charter Schools School Site Safety and Crisis Response Plan

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 Principal immediately

ACE Charter Schools School Site Safety and Crisis Response Plan

Intruder / Hostage Taking / Lockdown Procedure

If someone enters the school grounds or buildings with a deadly weapon:

- 1) Avoid confronting the student or gunman.
- 2) Notify the School Principal, or his/her designee, or school office immediately.
- 3) Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

- 1) Notify law enforcement immediately.
- 2) Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- 3) Determine the level of threat. If the level of threat is high, call for additional backup.
- 4) Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- 5) If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

In case there is a HOSTAGE SITUATION at the school, staff should:

- 1) Stay Calm / Do NOT be a Hero
- 2) Follow instructions of captor.
- 3) Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- 4) Inform captors of medical or other needs.
- 5) Be prepared to wait; elapsed time is a good sign.
- 6) Don't try to escape; don't try to resolve situation by force.
- 7) Be observant and remember everything that is seen or heard.
- 8) If a rescue takes place, lie on the floor and await instructions from rescuers.
- 9) The School Principal, or his/her designee, should be responsible for the following:
- 10) Immediately notify law enforcement.
- 11) Move other students and teachers completely away from those who are in the hostage situation.
- 12) Keep everyone as calm as possible.
- 13) Be prepared to answer questions from media or family.

Lockdown Procedure

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the Police first, School Principal, or his/her designee, or school office immediately after.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

ACE Charter Schools School Site Safety and Crisis Response Plan

1. Give the “Lockdown Order” to all Teachers.
2. Notify law enforcement immediately.
3. Identify the student or gunman (if known), the student or gunman’s location, and the location of the weapon.
4. Determine the level of threat. If the level of threat is high, call for additional backup.
5. Notify families of lockdown via One Call and repeat every 20 minutes with updates.

Classroom Teacher Should:

1. Lock the classroom door when the “Lockdown Order” is given.
2. Turn off all lights and HVAC
3. Barricade the door and any entrance to the classroom
4. Build a separate barricade for the students to hide behind
5. Quiet the students
6. Take roll and email to school administration
7. Wait for the “All Clear” order
8. Do not give information to parents. All messaging will filter through the Office Manager or Central Office.

Language during a lockdown

San Jose Police Department (SJPD) strongly discourages the use of any code words and/or phrases. When school administration or SJPD makes contact with staff, they will use clear and simple language with directions and questions. Staff should also reply in simple and clear language.

Turn on your cell phones:

All ACE Staff are responsible for having a charged & functioning cell phone in their classroom (or on their body if supervising students outside) at all times.

Take Role & Assess Medical Situation:

When you are locked down, please take roll and assess the medical situation in your classroom.

Severe Allergic Reaction (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are:

- peanuts
- tree nuts
- fish
- shellfish
- egg
- cow’s milk
- sesame
- soy
- insect stings

ACE Charter Schools School Site Safety and Crisis Response Plan

- latex
- certain medications.

Anaphylaxis is potentially life threatening and always requires an emergency response.

It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Symptoms and signs of anaphylaxis

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Emergency treatment procedures – Immediate Reaction Required

For students WITH an Action Plan for Anaphylaxis

- Follow emergency response plan as outlined in a student's Action Plan for Anaphylaxis
- If Action Plan indicates the use of an adrenaline auto injector (EpiPen), trained staff if possible should administer the EpiPen
- Seek urgent medical assistance – call an ambulance (tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until ambulance arrives

ACE Charter Schools School Site Safety and Crisis Response Plan

- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

For students **WITHOUT** an Action Plan for Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

- Seek urgent medical assistance – call an ambulance (if suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
- Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.

Severe Allergy Medical Management Plan

Steps in the Emergency Use of an Epinephrine Auto-Injector (EpiPen):

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.
2. **If anaphylaxis symptoms occur, call 911 or activate the emergency medical system (EMS). Stay with the victim.** Have others notify the paramedics, school nurse, parents and Principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. **Prepare to administer EpiPen.**
 - a. For students in second grade or below, or if less than 66 lbs, use **White label** EpiPen Jr (0.15 mg)
 - b. For adults and students in third grade or above, or if more than 66 lbs, use **Yellow label** EpiPen (0.3 mg)

The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911.*

5. EpiPen Administration Procedure:

Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.

ACE Charter Schools School Site Safety and Crisis Response Plan

- 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 office manager.

ACE Charter Schools School Site Safety and Crisis Response Plan

- 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 the paramedics arrive.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.
- Call the California Department of Education's (CDE) 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

Student Signature

Date

Office Manager Signature

Date

ACE Charter Schools School Site Safety and Crisis Response Plan

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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 ACE's authorizer of the incident.
11. If the media arrives, they should be directed to the Principal/Designee.

**REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.**

ACE Charter Schools School Site Safety and Crisis Response Plan

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).

ACE Charter Schools School Site Safety and Crisis Response Plan

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 and no less than twice a semester for secondary 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Shelter-in-Place

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

Signal: The signal for the “Shelter-In-Place” drill is the following PA announcement.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a “**Duck and Cover**” position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

Lockdown

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. The Principal or designee 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.

ACE Charter Schools School Site Safety and Crisis Response Plan

“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 the closest classroom. Stay in seats and remain quiet. Stay away from windows. If in the hallway/bathroom, go to the nearest room.

No one leaves the classroom!

The end of the Lockdown will be announced over the PA system.

DO NOT use cell phones to contact office or outside community

ACE Disaster Policy

In order to ensure the safety of all staff, students and parents at ACE, this Disaster Plan contains instructions and procedures for dealing with various emergencies. Disaster Plan tests will be recorded and kept in a file by the ACE. The frequency of test drills will be in compliance with School policy. These will include:

1. Direct evacuation of buildings to an assembly area, as required for fire, bomb threat, or earthquake.

ACE Charter Schools School Site Safety and Crisis Response Plan

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 School Resources

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 Charter Schools School Site Safety and Crisis Response Plan

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.

ACE Charter Schools School Site Safety and Crisis Response Plan

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: __/__/____

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)

ACE Charter Schools School Site Safety and Crisis Response Plan

ACE Medication Doctor/Parent Authorization

Student Name: _____ Grade: _____

School Name: _____

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: _____ Date Stop Medication: _____ 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 Schools School Site Safety and Crisis Response Plan

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.

If my child is student self-administering his or her medication, I release ACE Charter Schools and School personnel from civil liability if my suffers an adverse reaction as a result of self-administering medication.

Signature of Parent/Guardian

Date

Phone (cell, home, work)

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Minor Incident/Accident Report

Please fill out a minor incident report for any injury to a student, employee, 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 Charter Schools School Site Safety and Crisis Response Plan

Major Incident/Accident Report

Please fill out a major incident report for any injury to a student, employee, visitor and/or damage to equipment or property. EMPLOYEES 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 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: _____

Witness(es): _____

(*witnesses must also complete a written statement - attach to this document)

When did the incident happen?

Incident Date: _____ Time: _____ am / pm

Assignment: _____

Where exactly did the incident happen?

What were you doing at the time of the incident?

How did the incident happen? Please specify the injury type and body part, and indicate on the human figure below. (*continue on back of page or attach additional sheets as needed)

ACE Charter Schools School Site Safety and Crisis Response Plan

Major Incident/Accident Report (continued)

When did you report the incident to your supervisor?

Reporting Date: _____ Time: _____ am/pm

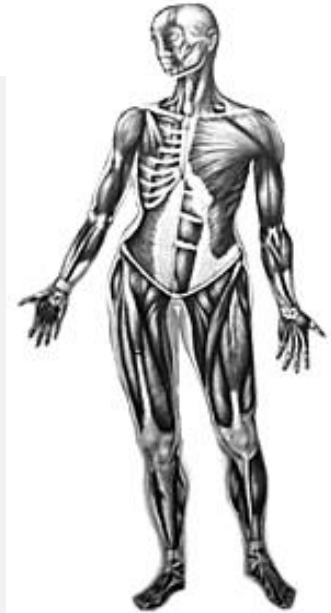
IF AN EMERGENCY, or after normal work hours, please seek care at the Emergency Room of either of the following clinics:

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

Good Samaritan Hospital 2425 Samaritan Dr (408) 559-2011

O'Connor Hospital 2105 Forest Ave (408) 947-2500



ACE Charter Schools School Site Safety and Crisis Response Plan

Monthly School Site Safety Checklist

On a regular basis, the Principal or designee will complete the following 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 findings that can cause severe financial hardship for the school.

Complete this Checklist the 1st week of each semester

Safety Committee Meeting Information

Collect information from the most recent Safety Committee Meeting documentation (Appendix A)

Maintenance and Repair

- Collect prior 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 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

ACE Charter Schools School Site Safety and Crisis Response Plan

- 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 Schools School Site Safety and Crisis Response Plan

ACE Safety Committee Meeting Documentation

The Safety Committee Meeting is to be held regularly 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 Safety Committee Meeting Documentation
(continued)

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 Safety Committee Meeting Documentation
(continued)

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: ___/___/___

ACE Charter Schools School Site Safety and Crisis Response Plan

Appendix Homeland Security Advisory Recommendations

SEVERE (Red)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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.

ACE Charter High School Site Map

ACE Empower Academy Site Map

Purposely left blank for security reasons.

ACE Charter Schools School Site Safety and Crisis Response Plan

ACE Esperanza Middle School Site Map

Purposely left blank for security reasons.

ACE Inspire Academy Site Map

Purposely left blank for security reasons.

2020-2021 Staff Contact List

Purposely left blank for security reasons.

Suspected Child Abuse Report

Appendix 9



Student Recruitment, Admissions, and Enrollment

ACE Empower - Student Residence “Heat Map”

95116 Zip Code - Boundary Map

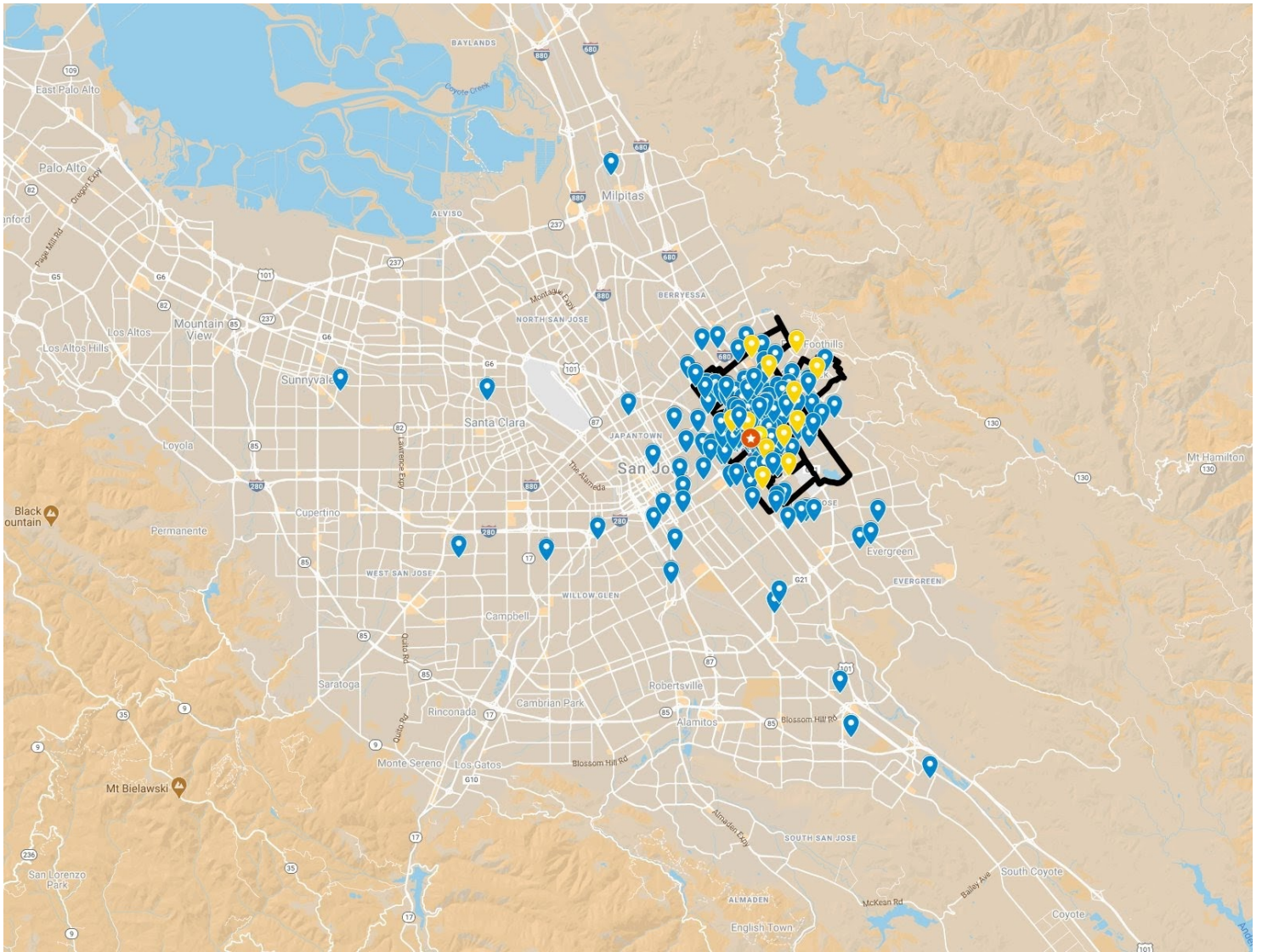
ACE Empower - Multilingual Recruitment Flyers

ACE Empower - Enrollment and Lottery Procedures

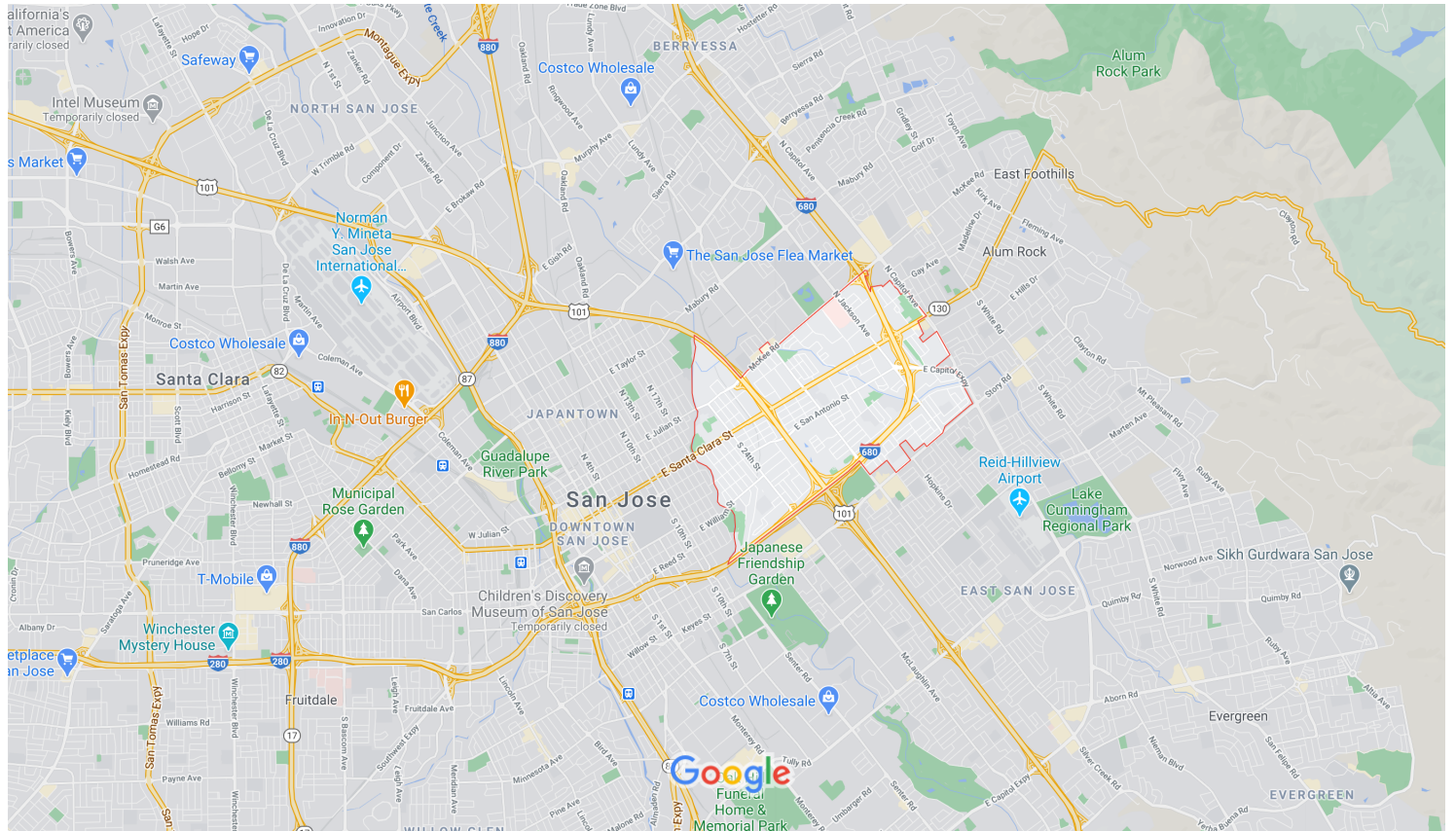
ACE - Intent to Enroll Form

ACE - Registration Form

ACE - Notice of Health Coverage Options



San Jose, CA 95116



Map data ©2020 Google 1 mi

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High expectations for all students

Participación familiar y comunitaria
Family and community participation

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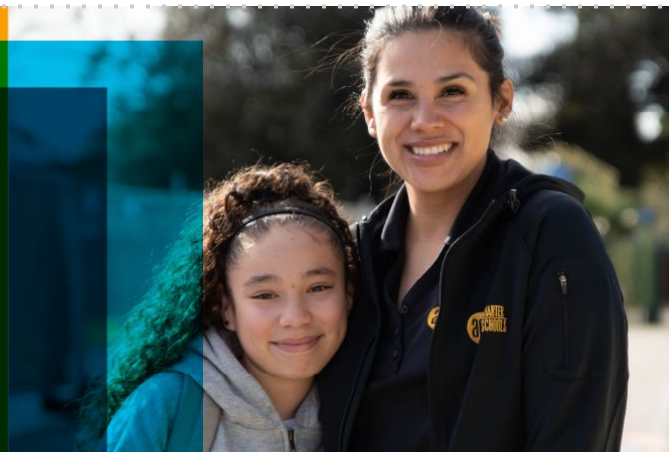


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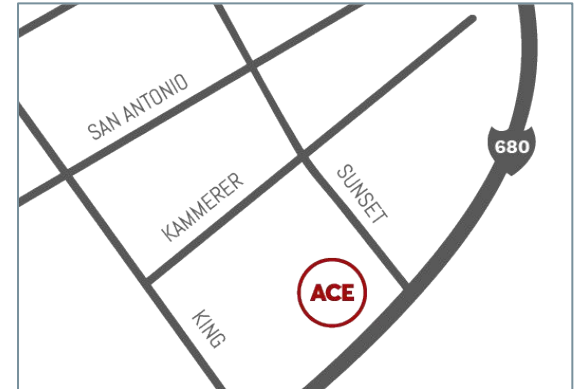
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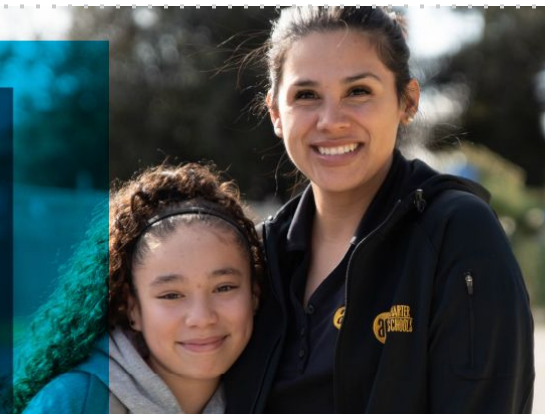
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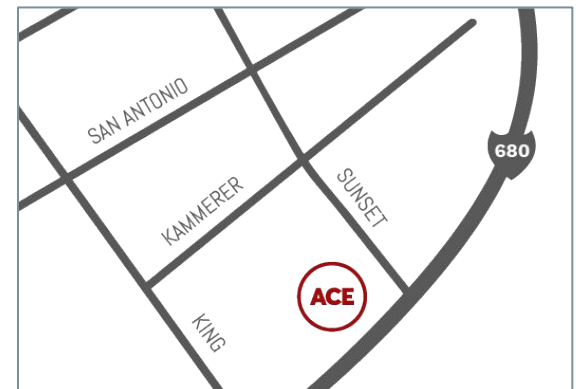
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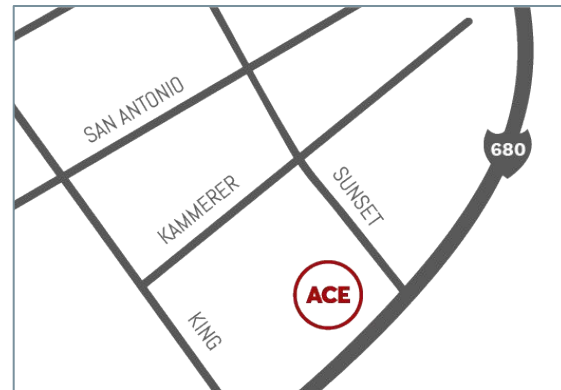
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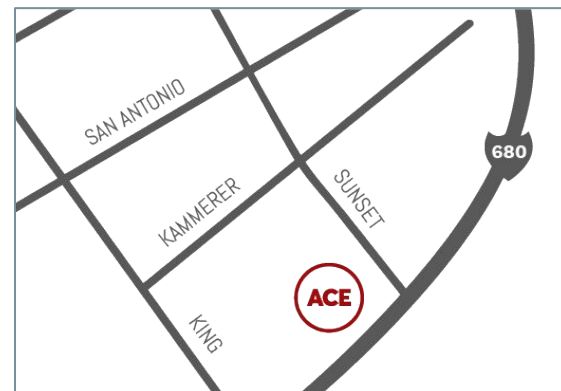
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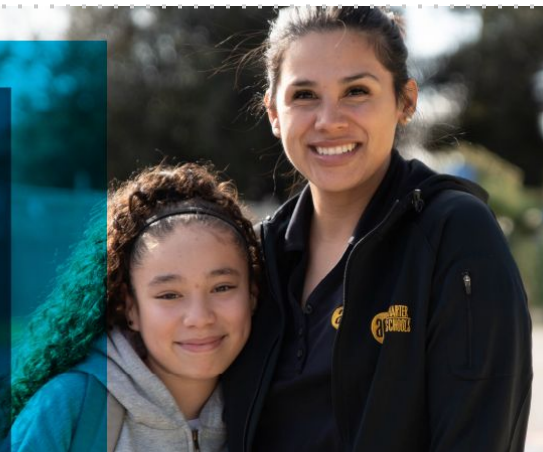


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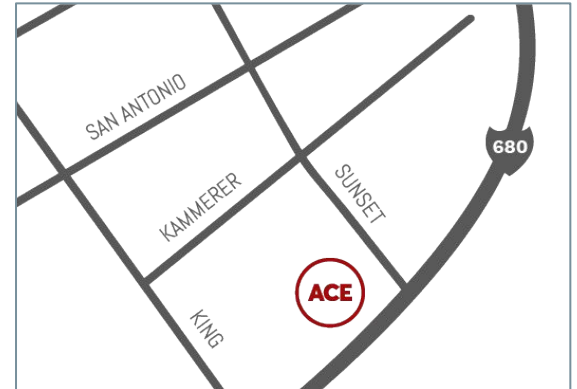
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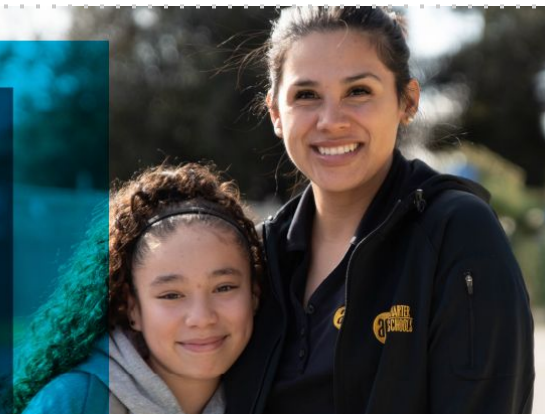
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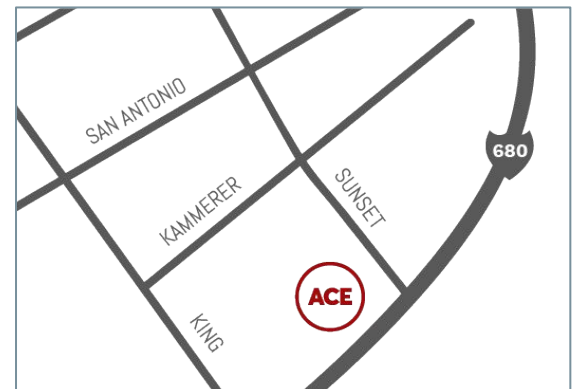
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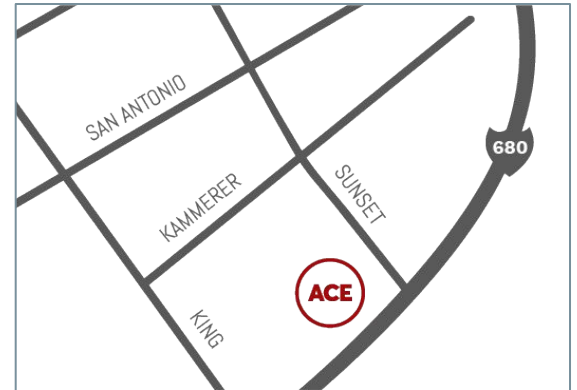
Đăng ký ngay hôm nay

Từ lớp 5 tới lớp 12
Miễn phí tiền học

TEL: (669) 210-5063
www.acecharter.org

ACE Empower Academy
625 South Sunset Avenue
San Jose, CA 95116
Wendy Lopez
(408) 318-0576

Các địa điểm



ACE is the education your child deserves.
In class. From home. For life.



Believe. Belong. Become.
Tin tưởng. Thuộc về. Trở thành.

- A “Virtual Backpack” that includes laptop, internet connection, and more
- Small class sizes and personalized instruction
- A focus on college readiness and success
- High expectations for all students
- Family and community participation

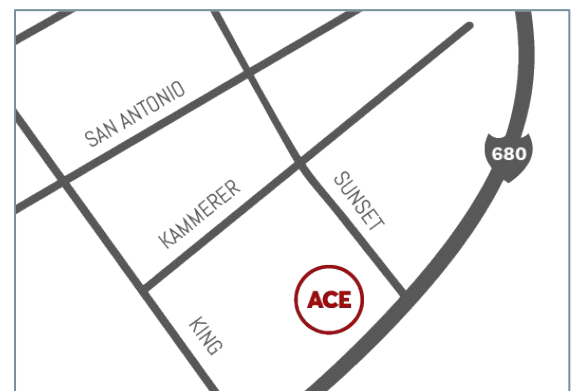
ENROLL TODAY!

Grades 5-12
Free Tuition

TEL: (669) 210-5063
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ACE Empower Academy
625 South Sunset Avenue
San Jose, CA 95116
Wendy Lopez
(408) 318-0576

LOCATION





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Enrollment and Lottery Process

Outreach and Recruitment

The ACE Charter School recruitment process is designed to enroll entering 5th to 12th graders who are below proficiency in Language Arts and/or Math. Our public charter schools serve families in downtown and East Side San Jose communities whose experience with schools may have been very negative. ACE centers around encouraging a growth mindset, remaining mission-driven, and building authentic relationships.

Many of the families we serve were initially resistant and suspicious of partnering with our school and each other. Oftentimes, low-income, immigrant communities and communities of color are in districts that are underfunded and under-resourced, leading to a record of poor academic performance and educational opportunities for the students they serve. Furthermore, those communities often lack the knowledge that they have the right to choose where their students attend school and ensure their children are on a trajectory of academic, personal, and professional success.

ACE Charter Schools 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 Schools is able to hold numerous multilingual informational sessions for prospective students, widely distribute multilingual recruitment materials, and work to achieve racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdictions of ARUSD. ACE Charter School recognizes that the racial and ethnic balance at the school may vary from the general population of those communities because of its focus on a particular struggling target student.

ACE Charter School has a strategy that includes, but is not necessarily limited to, the following elements 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 and other activities during the school year. All ACE Charter School events and informational materials will be



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Enrollment and Lottery Process

multilingual, 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.

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.

Application Policies and Procedures

Each ACE Charter School shall admit all pupils who wish to attend the school subject only to capacity. Applications will be accepted during a publicly-advertised application period each year for enrollment in the following school year. Following the application period each year, applications shall be counted to determine whether any grade level in any school has received more applications than availability. In the event that this occurs, each ACE Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of the specific school's existing students (2nd year forward) who are guaranteed enrollment the following school year.

The application process simply requires submission of a Intent to Enroll form which collects basic information as required to enter the student into lotteries if they are needed (e.g. name, date of birth, grade) and contact the student/family after the lotteries (e.g. parent/guardian name and contact information). Prior to the lottery, no information is collected on demographic features such as income, home language, ethnic background, or any special needs a student may have, as these do not factor into the lottery process. No test or assessment shall be administered to students prior to acceptance or enrollment.

The application allows students to apply to multiple ACE Charter Schools in the same area if they so desire. Parent/guardians must rank their order of preference on the form; however, this in no way impacts the student's chance of being admitted. If a student is accepted into more than one school, he/she may only retain a spot in one school. In the case that this occurs, the lottery application preference rankings serve as the parents'/guardians' decision regarding which of the accepted schools they prefer, allowing the student's spots in any lower-ranked schools or waitlists to be given to students on those schools' waitlists.

Lottery / Admission Policies and Procedures



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Enrollment and Lottery Process

As described above, if any grade level in any school has received more applications than available places during an application period, a random public drawing will be held. It is not necessary for students or parents/guardians to be present at this lottery to be selected.

ACE Charter Schools shall be nonsectarian in its programs, admission policies, employment practices, and all operation, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Admission to ACE Charter Schools shall not be determined by the place of residence of the pupil, or of his or her parent or guardian, within the State, except as provided in state law and the school's charter.

Enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference, subject to the restrictions of that school's charter or local regulations:

- 1) Siblings of currently enrolled or admitted students
- 2) Children of the paid staff of ACE Charter Schools
- 3) Residents of area served by the School District or Office of Education outlined in the lottery preference section of the individual school's charter
- 4) Other State residents, if allowed under state law

Students qualifying for more than one preference group will be considered part of the highest preference in which they qualify. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a waitlist in an order according to their draw order in the public random drawing. This waitlist will allow students the option of enrollment in the case of an opening between the lottery and the start of the school year, or a new opening during the school year once underway. The waitlist will not be carried over to the next school year.

ACE Charter Schools shall hold its lotteries for each grade in each school on a single predetermined date during the prior school year. Once a given grade is full in a given school, students will be added to the waitlist in draw order.

Following the sibling preference as described in this document and in ACE Charter Schools charters, admission or enrollment of an applicant's sibling gives this applicant preference in the application process. One aspect of operationalizing this preference is ACE Charter School's policy that if a student is on a waitlist for a given school and his/her sibling is subsequently admitted to this school, he/she is moved to the top of the waitlist for his/her grade in this school.

As described above, if a student is admitted into more than one ACE Charter Schools, he/she may only retain a spot in one school. In the case that this occurs, the



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Enrollment and Lottery Process

parents'/guardians' lottery application preference rankings serve as their decision regarding which school they prefer, allowing the student's spots in any lower-ranked schools or waitlists to be forfeited and given to students on those schools' waitlists. A student may retain spots on waitlists he/she has ranked higher than his/her highest-ranked school accepted into.

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.

- October-January: Application materials sent to target students as well as interested families – open application period
- October-June: Bilingual information sessions, meetings with family groups, home visits
- End of January: Application deadline
- First Friday in February: Public random drawing held, status of application mailed home to all students

Students on the waiting list are enrolled as spaces open up. All applications received after the Last Day of January 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.

Enrollment Policies and Procedures

After completion of the public random drawing, ACE Charter Schools will make best efforts to contact the parent/guardians of all lottery entrants to notify them of their accepted and/or waitlist status(es) within two weeks of the drawing. To confirm a spot in a ACE Charter Schools school into which a student was accepted, the parents/guardians must submit all required enrollment documents to the Community Outreach Manager of the school by the stated deadline.

If ACE Charter Schools does not receive the required enrollment documents for a student by the stated deadline, after making our best attempt to contact the student, the student will be considered as declining his/her spots in all ACE Charter Schools schools and waitlists, and will forfeit these spots. Notwithstanding the above, ACE Charter Schools Education will not penalize a homeless student for inability to present



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Enrollment and Lottery Process

some part of the required enrollment documents, consistent with our Homeless Education Policy.

ACE Charter Schools will enter an “open enrollment” period for each school after the lottery application period has ended. In this period, all applications received will be entered in chronological order into the enrollment system in an ongoing process after the lottery, and applying students will be added into schools and/or onto waitlists as space permits. All other aspects of the policies outlined above will be followed for these students, e.g. sibling preference policies, enrollment document policies.

Decisions on any aspects of applications, lotteries, or enrollment not outlined specifically in this document nor in the school charter may be made by the ACE Charter Schools Chief of Schools or Manager of Community Engagement, following the letter and spirit of the law, and of all guidelines and policies outlined in this document and in the applicable ACE Charter Schools school charters.



ACE Charter High School
1776 Educational Park Dr. – San Jose, CA 95133
Phone: (408) 251-1362

ENROLLMENT CONFIRMATION FOR THE 2017-2018 SCHOOL YEAR

(Confirmación de Inscripción)

Para el Año Académico 2017-2018

YES, my child will return to ACE for the 2017-2018 academic year
SI, mi hijo/a regresará a ACE para el año escolar 2017-2018

NO, my child will not return to ACE for the 2017-2018 academic year
NO, mi hijo/a No regresará a ACE para el año escolar 2017-2018

Name of Student
Nombre del estudiante

Grade for next year - **2017-2018**
Grado para el 2017-2018 año escolar

Signature of Parent or Guardian
Firma del Padre o Guardián

Date
Fecha

Please return this form by **Friday, January 20th, 2017**
(Por favor regrese este formulario **Viernes, 20 de Enero del 2017**)

****IMPORTANT:** If you have not turned in your form by the deadline, your child's space will not be guaranteed and may be given to another incoming student.

****IMPORTANTE:** Si no regresa esta forma para la fecha indicada el lugar de su hijo/a no será garantizado y se le dará ha otro aplicante.

Address/*Domicilio*

Phone/*Teléfono*



* Please number your Middle School preference from 1-3

Empower Academy

Franklin McKinley

Inspire Academy

Intent to Enroll 2017-2018

ACE Charter High School

STUDENT INFORMATION:

Grade applying for: 5 6 7 8 9 10 11 12

Last Name: _____ First: _____ Middle: _____

Street Address: _____ Apt. #: _____

City: _____ State: _____ Zip: _____

Current Age: _____ Date of Birth: ____/____/____ Gender: Female Male

Do you have siblings at ACE / applying together? Yes No Who? _____ Grade: _____

School last attended: _____

How did you hear about our school? _____

PARENT/LEGAL GUARDIAN:

Last: _____ First: _____ Relationship to student: _____

Cell Phone: _____ Email address: _____

Last: _____ First: _____ Relationship to student: _____

Cell Phone: _____ Email address: _____

Preferred Language: English Spanish Other _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in ACE Charter Schools for the 2017-2018 school year. I understand that signing this form **does not guarantee enrollment** in the ACE Charter Schools. I further understand that this information will be disclosed to my District of Residence, and the District may contact me directly to verify my response.

Signature of Parent/Legal Guardian

Date

ACE CHARTER SCHOOLS STUDENT REGISTRATION FORM

► What school district is your student coming from?

PLEASE PRINT – STUDENT’S LEGAL NAME as it appears on the birth certificate

Students Legal First Name	Legal Middle Name	Legal Last Name	Other Legal Name (if applicable)
---------------------------	-------------------	-----------------	----------------------------------

<input type="checkbox"/> Male	<input type="checkbox"/> Female	Birth date:	Month	Day	Year
-------------------------------	---------------------------------	-------------	-------	-----	------

Parent/Guardian First Name	Last Name	Home Phone () ()	Work Phone () ()
----------------------------	-----------	--------------------	--------------------

Parent/Guardian First Name	Last Name	Home Phone () ()	Work Phone () ()
----------------------------	-----------	--------------------	--------------------

Mailing Address	Apt#	City	State	Zip
-----------------	------	------	-------	-----

Residence Address (house # & street name) (IF DIFFERENT)	Apt #	City	State	Zip
--	-------	------	-------	-----

WHAT IS YOUR CHILD’S ETHNICITY? (Please check one):

Hispanic or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)

Not Hispanic or Latino

WHAT IS YOUR CHILD’S RACE? (Please check up to five racial categories)

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

<input type="checkbox"/> American Indian or Alaskan Native(100) <small>(Persons having origins in any of the original people of North, Central or South America)</small> <input type="checkbox"/> Chinese (201) <input type="checkbox"/> Japanese (202) <input type="checkbox"/> Korean (203) <input type="checkbox"/> Vietnamese (204) <input type="checkbox"/> Asian Indian (205)	<input type="checkbox"/> Laotian (206) <input type="checkbox"/> Cambodian (207) <input type="checkbox"/> Hmong (208) <input type="checkbox"/> Other Asian (299) <input type="checkbox"/> Hawaiian (301) <input type="checkbox"/> Guamanian (302) <input type="checkbox"/> Samoan (303)	<input type="checkbox"/> Tahitian (304) <input type="checkbox"/> Other Pacific Islander (399) <input type="checkbox"/> Filipino/Filipino American (400) <input type="checkbox"/> African American or Black (600) <input type="checkbox"/> White (700) <small>(Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)</small>
--	--	--

PARENT EDUCATION – Check the response that describes the education level of the most educated parent.

Graduate Degree or Higher (10)

College Graduate (11)

Some College or Associate’s Degree (12)

High School Graduate (13)

Not a High School Graduate (14)

Date student first attended school <u>in the U.S.</u>		
Month	Day	Year
Date student first attended school <u>in California</u>		
Month	Day	Year

STUDENT’S BIRTHPLACE

CITY: _____

STATE: _____

COUNTRY: _____

MILITARY FAMILIES

Check here if the above named student has at least one parent/legal guardian who is currently serving in the United States Armed Forces. (Navy, Marines, Army, Air Force, or Coast Guard)

HOME LANGUAGE SURVEY: Indicate only one language (most frequently used) per line:

1. What language/dialect does your son/daughter most frequently use at home? _____
2. Which language/dialect did your son/daughter learn when he/she first began to talk? _____
3. What language/dialect do you most frequently speak to your child? _____
4. Has your child ever been given the CELDT Test (Calif English Language Development Test)? Yes No I don't know

In which language do you wish to receive written communications from the school? English Spanish

Residence – where is your child/family currently living? (federally mandated by NCLB) – Please check appropriate box:

- | | |
|---|--|
| <input type="checkbox"/> In a single family permanent residence (house, apartment, condo, mobile home) | <input type="checkbox"/> In a motel/hotel (09) |
| <input type="checkbox"/> Doubled-up (sharing housing with other families/individuals due to economic hardship or loss) (11) | <input type="checkbox"/> Unsheltered (car/campsite) (12) |
| <input type="checkbox"/> In a shelter or transitional housing program (10) | <input type="checkbox"/> Other (15) (please specify) _____ |

Parent/Guardianship Information (with whom the student lives) – check all that apply

- Father Mother Both Step-Father Step-Mother Guardian Foster/Group Home Other _____
- Is the above (checked) person (s) the student's LEGAL guardian? Yes No If No, please complete a "Caregiver Affidavit"
- If there is a legal custody agreement regarding this student, please check one: Joint Custody Sole Custody Guardian

PLEASE COMPLETE INFORMATION BELOW FOR PARENT(S)/GUARDIAN WITH WHOM THE STUDENT LIVES:

1. Father Step Father/Guardian (check one) **Full Name:** _____
Employer: _____ **City:** _____ **Daytime Phone # (____)** _____
2. Mother Step Mother/Guardian (check one) **Full Name:** _____
Employer: _____ **City:** _____ **Daytime Phone # (____)** _____

DUPLICATE MAILING – If divorced/separated & joint custody allows duplicate mailing/information to be given to other parent, Please include their name, address, and phone number:

Full Name: _____ **Phone #:** (____) _____

Mailing Address: _____ **City:** _____ **State:** _____ **Zip code:** _____

MOST RECENT SCHOOL ATTENDED:

School	Address/City/State/Zip	Grade(s)	Date(s)

PLEASE ANSWER ALL QUESTIONS TO THE BEST OF YOUR KNOWLEDGE (ALL questions must be answered)

- Are there psychological or confidential reports available from your child's former school? Yes No
- Has your child been suspended? Yes No Has your child ever been expelled? Yes No
- What special services has your child received? (**please check all boxes that apply**)
- Special Education:** Resource (RSP) Special Day Class (SDC) Speech/Language 504

Parent/Guardian Signature: _____ **Date:** _____



Type content for your school or local enrollment assistance

Enroll. Get Care. Renew. Health Coverage All Year Long

Health Coverage Options

Medi-Cal:

- ▶ Children—regardless of immigration status—foster youth, pregnant women, and legally present individuals—including those with DACA status—may be eligible for no- or low-cost Medi-Cal.
- ▶ Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost.
- ▶ Medi-Cal enrollment is available year-round.

Covered California:

- ▶ Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them.
- ▶ Based on income and family size, many Californians may qualify for financial assistance.
- ▶ Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have 60 days from the event to complete enrollment.

! Undocumented Families visit: www.allinforhealth.org/resources#Undocumented
Immigration status information is kept private, protected, and secure. It will not be used by any immigration agency to enforce immigration laws, but only to determine eligibility for health programs.

You and your family may qualify for financial help:

Household Size	If 2016 household income is less than...		If 2016 household income is between...
1	\$16,394	\$31,600	\$16,395 – \$47,080
2	\$22,107	\$42,613	\$22,108 – \$63,720
3	\$27,820	\$53,625	\$27,821 – \$80,360
4	\$33,534	\$64,638	\$33,535 – \$97,000
5	\$39,247	\$75,650	\$39,248 – \$113,640
6	\$44,960	\$86,662	\$44,961 – \$130,280
▶	Adults may be eligible for Medi-Cal	Children may be eligible for Medi-Cal	May be eligible for financial help to purchase insurance through Covered California

Enroll.

Three ways to enroll in Medi-Cal and Covered California:

- www.coveredca.com
- 1(800) 300-1506
- Find in-person help: www.coveredca.com/get-help/local/

Get Care.

- ▶ Find a primary care doctor in your network.
- ▶ Schedule an annual checkup for you and your family.
- ▶ Make sure to take your child to the dentist.
- ▶ Pay your monthly premium if your plan requires it.

Renew.

- ▶ Medi-Cal must be renewed every year. Medi-Cal will mail renewal packet. Complete and return. For help, contact your local Medi-Cal office or call 211.
- ▶ Health plans through Covered California must be renewed every year. Renewal information will be mailed at the end of the year, or contact Covered California at 1 (800) 300-1506.

For more information go to:
www.allinforhealth.org

April 2016



A PROJECT OF THE CHILDREN'S PARTNERSHIP



Incluya aquí la información sobre su escuela o lugar para asistencia de inscripción local

Inscríbese. Cuide Su Salud. Renueve Su Cobertura.
Cobertura de salud durante todo el año

Sus Opciones de Cobertura de Salud

Medi-Cal:

- ▶ Los niños—sin importar su estatus migratorio—niños de crianza, mujeres embarazadas y personas que estén legalmente en el país—incluyendo aquellos que tengan DACA—pueden ser elegibles para Medi-Cal
- ▶ Medi-Cal proporciona vacunas, visitas al doctor de prevención, especialista, oculista y servicios dentales para niños y jóvenes gratis o a bajo costo.
- ▶ Inscripción al programa de Medi-Cal está disponible todo el año.

Covered California:

- ▶ Covered California es donde los residentes legales de California pueden comparar planes de salud de alta calidad y elegir el que les conviene.
- ▶ Dependiendo de los ingresos y el tamaño de la familia, muchos Californianos también podrían calificarán para obtener ayuda financiera.
- ▶ Inscríbese durante la Inscripción Abierta o en cualquier momento durante el año que a tenido un evento calificado de vida, como si perdió su trabajo o tuvo un bebé. Tienen 60 días del evento para inscribirse.

! **Para familias indocumentadas** visten: www.allinforhealth.org/resources#Undocumented
Su información de inmigración es confidencial, protegida, y segura. Su información no se usará para fines de control de inmigración. Solo se usará para determinar la elegibilidad para cobertura médica.

Usted y su familia podrían calificar para asistencia financiera:

Tamaño de la familia	Si el ingreso familiar en 2016 es menos de...		Si el ingreso familiar en 2016 es entre...
1	\$16,394	\$31,600	\$16,395 – \$47,080
2	\$22,107	\$42,613	\$22,108 – \$63,720
3	\$27,820	\$53,625	\$27,821 – \$80,360
4	\$33,534	\$64,638	\$33,535 – \$97,000
5	\$39,247	\$75,650	\$39,248 – \$113,640
6	\$44,960	\$86,662	\$44,961 – \$130,280
▶	Adultos podrían calificar para Medi-Cal	Niños podrían calificar para Medi-Cal	Podrías calificar para asistencia financiera en la compra de un seguro a través de Covered California

Inscríbese.

Tres formas para inscribirse con Medi-Cal y Covered California:

- www.coveredca.com/espanol/
- 1(800) 300-0213
- Ayuda en persona: www.coveredca.com/espanol/get-help/local/

Cuide Su Salud.

- ▶ Elija su doctor de su red medica.
- ▶ Haga sus citas anuales con su doctor para usted y su familia.
- ▶ Asegúrese de llevar a su hijo(s) al dentista.
- ▶ Si su plan lo requiere, haga su pago mensual.

Renueve Su Cobertura.

- ▶ El seguro de Medi-Cal debe ser renovado cada año. Medi-Cal le enviará por correo su paquete de renovación. Complete y regrese el paquete. Para ayuda, contacte su oficina de Medi-Cal o marque 211.
- ▶ Los planes de salud a través de Covered California se deben renovar cada año. La información para renovar se le enviara a finales de año o contacte a Covered California

Para más información visite:
www.allinforhealth.org
www.asegurate.com



Asegúrate, para el bienestar de tu familia

UN PROYECTO DE "THE CHILDREN'S PARTNERSHIP"



Appendix 10



Organizational Team

ACE Empower Roles and Responsibilities

ACE Empower Example Job Descriptions

ACE & ACE Empower Leadership Resumes



2020-2021 Empower Roles and Responsibilities

Purpose: To have a transparent understanding of each member's roles and responsibilities so Empower can work towards achieving the ACE mission

Structure: There are role specific leads at Empower, all of which are integral components in Empower successfully achieving its goals and mission. It is vital that all members are aware of their roles and duties as well as their peers to ensure that we are a cohesive team that works together to ensure student achievement.

Norms:

- Start and end on time
- Respectful use of technology
- Step up/step back
- Be present (camera on)
- Listen & provide feedback
- Come prepared/thought partnership
- Open & timely communication

Expectations:

- Keep a student-first mentality
- Understand root causes and be solutions-oriented
- Maintain respectful, open & timely communication
- Validate others in order to respectfully disagree
- Bring it to the source
- Ask for support if needed, in advance
- What's discussed in LT stays in LT
- Accountabilibuddy
- HH

Meetings: Mondays, 3:00-4:00 pm

Lead Team		
Staff	Role	Duties
Claudia Gonzalez	Office Manager	<ul style="list-style-type: none"> ➤ Day-to-Day Operations ➤ Reimbursements ➤ Coordinate Field Trip Logistics (contingent on COVID) ➤ Testing ➤ Subs/Schedules ➤ Powerschool ➤ Attendance ➤ Translation ➤ Registrar ➤ Nurse ➤ Run front office ➤ Emergency Drills Scheduling ➤ Food Services/ Custodial/ Security ➤ Picture Day

		<ul style="list-style-type: none"> ➤ Uniforms ➤ Staff Delights ➤ Orientation (support)
Wendy Lopez	Community Outreach Manager	<ul style="list-style-type: none"> ➤ Student Recruitment ➤ Manage/Train Recruitment Team ➤ Manage/Train Parent Ambassadors ➤ Positive culture retention ➤ Cafecitos and other parent meetings ➤ Empower Newsletter ➤ Orientation
Lisamarie Reid	Principal	<ul style="list-style-type: none"> ➤ Oversees Daily Operations/ Academics/Culture ➤ Instructional and Culture Leader ➤ Staff Culture <ul style="list-style-type: none"> ○ Staff Retreat ○ Conflict Mediation (staff) ➤ Counseling (support) ➤ Master Schedule ➤ Budget/ Finance ➤ Coaching ➤ MTSS ➤ Recruitment ➤ PowerSchool ➤ Supervision ➤ Testing/Assessments ➤ Staff Hiring ➤ PIP process ➤ PD Development ➤ Discipline (support) ➤ Instructional Rounds ➤ Subs/PTO ➤ Cafecitos ➤ Emergency Drills ➤ Orientation ➤ Afterschool
Daniel Gonzalez	Assistant Principal	<ul style="list-style-type: none"> ➤ Student Engagement System <ul style="list-style-type: none"> ○ Discipline/Detention ○ Conflict Mediation (students)/Restorative Justice Practices ○ Culture Calendar (student activities) ○ Kickboard/Ganas store ○ Community Meeting ➤ Staff Culture <ul style="list-style-type: none"> ○ Culture Calendar (staff activities) ○ Staff Retreat (supports with planning contingent on COVID) ➤ Coaching <ul style="list-style-type: none"> ○ SPED/Electives <ul style="list-style-type: none"> ■ MTSS ○ Feedback on lesson materials

		<ul style="list-style-type: none"> ○ Teacher Observations and Meetings ➤ Grade Level Meetings ➤ Instructional Rounds ➤ Manage Campus Supervisor <ul style="list-style-type: none"> ○ Oversee Supervision (before school/lunch/recess/dismissal) ➤ Attendance (truancy) ➤ Cafecitos ➤ Field Trips (virtual) ➤ College Seminar/Student Goal setting (Sown to Grow) ➤ Empower Student Body ➤ Testing <ul style="list-style-type: none"> ○ Makeups ➤ Emergency Drills (supports) ➤ Staff Hiring (supports) ➤ Afterschool Programs (supports) ➤ PIP process (support) ➤ Orientation
Binnur Ambrozik	ELA Department Chair	<ul style="list-style-type: none"> ➤ Instructional PDs ➤ Coaching/WDM <ul style="list-style-type: none"> ○ ELA and Resident Teachers ○ Feedback on lesson materials ○ Teacher Observations and Meetings ➤ Data Day (supports w/planning + facilitation) ➤ Instructional Rounds ➤ Grading Policy and Audits ➤ BTSA ➤ Student Goal setting (Sown to Grow)
Reissa Noriega	Math Department Chair and School Leader Resident	<ul style="list-style-type: none"> ➤ Instructional and Testing/Assessment PDs ➤ Coaching/WDM <ul style="list-style-type: none"> ○ Math and Resident Teachers ○ Lesson Plan review ○ Teacher Observations and Meetings ➤ Discipline (support) ➤ Data Day (supports w/planning + facilitation) ➤ Instructional Rounds ➤ Fitness Testing ➤ Testing Coordinator/Schedules ➤ Tech and Website maintenance ➤ Staff Hiring (support) ➤ Staff Culture (support) ➤ Student Culture (support)
Flor Esquivel	ELD Lead	<ul style="list-style-type: none"> ➤ Run ELD program (Designated ELD) ➤ Lead Professional Development ➤ ELPAC testing and makeups

Amber Williams	Culture Lead	<ul style="list-style-type: none"> ➤ Culture activities (students + staff) ➤ Fundraising ➤ Community Meeting (support) ➤ Discipline (support)
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Coaching Loads	
Coaches	Coaches
Lisamarie Reid	Instructional Staff: Daniel Gonzalez, Reissa Noriega, Binnur Ambrozik (supports with coaching all teachers) Manages: Christian Moreno, Wendy Lopez, Claudia Gonzalez, Russell Smith, (Open - Part-time Para), Shazia Ahmed, Chaoyi MacPherson
Daniel Gonzalez-Meza	SPED Team: Andrea Torres (SPED Teacher), (SPED Teacher - Open), Russell Smith (Part-time BIS), (Part-time Para - Open) Electives: Ayesha Jehan (Science), Giovanni Latorre (PE) Campus Supervisor: Leticia Hernandez
Binnur Ambrozik	ELA Team: Nirel Berz (5th Grade ELA), (Open - 6th Grade ELA), (Open - 7th Grade ELA), Flor Esquivel (ELD)
Reissa Noriega	Math Team: Bridgette Ortiz (6th Grade Math), Amber Williams (8th Grade Math), Shazia Ahmed (Resident Teacher), Chaoyi MacPherson (Resident Teacher)
Claudia Gonzalez	Office Assistant: Manuel Salazar Food Services: Graciela Diaz Custodial Staff: Lorenzo Diaz
Wendy Lopez	Community Ambassadors: Mr.Rosas, Esmeralda, Araceli Student Recruiters: Maura Duran, Rocio Torres, Mrs.Diaz

2020 - 2021 School Year Staff List	
Staff	Role
Lisamarie Reid	Principal
Daniel Gonzalez-Meza	Assistant Principal
Claudia Gonzalez	Office Manager
Manuel Salazar	Office Assistant
Graciela Diaz	Food Services
Lorenzo Diaz	Custodian
Wendy Lopez	Community Outreach Manager (Seasonal Staff 2 Recruiters + 2/3 Community Ambassadors)
Reissa Noriega	School Leader Resident Math Department Chair/7th Grade Math Teacher

Binnur Ambrozik	ELA Department Chair 8th Grade ELA Teacher
Flor Esquivel	ELD Lead/Specialist
Amber Williams	8th Grade Math Teacher Culture Lead
Christian Moreno	School Counselor (2 interns??)
Bridgette Ortiz	6th Grade Math Teacher
Ayesha Jehan	Science Teacher
Giovanny Latorre	PE Teacher
Leticia Hernandez	Campus Supervisor
Shazia Ahmed	Math Resident Teacher
Chaoyi MacPherson	Math Resident Teacher/5th Grade Math Support
Alexandra Rubio Pineda	7th Grade ELA Teacher
Bridget Miller	6th Grade ELA Teacher
Ilse Saenz	Resident Teacher/5th Grade ELA Support
Andrea Torres	SPED Teacher (7th/8th)
Russell Smith	Part-time BIS
Linda ThuyHong Nguyen	SPED Teacher (5th/6th)
OPEN	Part-time Paraprofessional



Chief Executive Officer

ACE Charter Schools | San Jose, California

Position Summary

The CEO will set strategy and vision, build the ACE culture, lead the senior team, and allocate resources to ensure that the organization is meeting its mission and strategic priorities. Working with the Board, the CEO will set goals for the organization and work systematically to meet them.

Responsibilities

Organizational Management

- Build a high-performing senior leadership team and play an active role in attracting, retaining and developing a best-in-class staff
- Provide inspirational leadership and direction to all executives and establish effective decision-making processes that will enable ACE to achieve long- and short-term goals and objectives
- Oversee ACE's budget and ensure that it is aligned to the ACE mission and supports a financially viable, sustainable organization with the resources to meet current and projected program growth
- Ensure that ACE's programmatic, fiscal, operations, fundraising, marketing, human resource, and technology strategies are effectively implemented across all segments of the organization

Representing ACE in the Community

- Lead outreach efforts, especially fund development, to ensure a robust network of partners, allies and supporters
- Promote ACE to build its standing locally and beyond to ensure organizational and financial strengths
- Enhance public understanding and acknowledgement of ACE's impact by being active and visible in the community and by working closely with other professional, civic and private organizations
- Serving as ACE's primary spokesperson to the organization's constituents, the media and the general public
- Maintain a working knowledge of significant developments and trends in the field

Ensuring Strong Non-Profit Governance

ACE Charter Schools is committed to diversity & inclusion and provides equal employment opportunities to all employees and applicants for employment without regard to race, ethnicity, religion, gender, sexual orientation, national origin, age, disability, marital status, or status as a covered veteran in accordance with applicable federal, state and local laws.



- Cultivate a strong and transparent working relationship with the Board
- Provide regular, accurate, and accessible communication about the measurement of financial, programmatic, and impact performance against stated milestones and goals
- Ensure ACE's fiscal integrity through the submission to the Board of a proposed annual budget and regular financial statements, which accurately reflect the financial condition of the organization
- Ensure the board has sufficient information, resources and is in compliance with all relevant laws and regulations for the Board to function properly and to make informed decisions
- Work closely with ACE board to ensure strong board practices, policies and accessibility to ACE stakeholders

Physical Demands

To perform essential functions for the role, you should be able to:

- Talk, hear and communicate with both adults and children
- Use hands or fingers to handle objects, tools, or controls
- Walk, sit, and reach with hands and arms
- Occasionally lift or move up to 30 pounds and climb ladders
- In terms of vision, have close vision, distance vision, and ability to adjust focus

Join ACE: Where Students Realize Their Extraordinary Potential

We are the only charter school in California that strategically recruits students and families that have been left behind by the current education system. As a result, 92% of our students are considered low-income and 50% are classified as English-Learners. After 10 years, our model is beginning to see results: **95% of the ACE High School Class of 2016 have persisted to their 2nd year of college.** Our family includes school leaders, staff, the central office, and [our alumni](#); we are eager for you to join us!



Chief Schools Officer 2020-2021

ACE Charter Schools Mission:

Ensure students who are struggling, gain the skills and will to succeed in college and beyond.

Position Overview:

As an essential member of the executive team, the Chief Schools Officer is responsible for leading and implementing the strategic direction, as well as creating a vision for success to the ACE Model to achieve ACE's mission. The Chief Schools Officer will provide direct support and guidance on an effective organizational model to maximize the success of ACE's network of schools. Specifically, the Chief Schools Officer is tasked with leading in the development of strong systems to support ACE organizational impact. To thrive as the Chief Schools Officer at ACE, the ideal candidate embodies ACE's Core Value of **Grow Everyone, Every Day**.

This position reports directly to the Chief Executive Officer.

Responsibilities:

- Provide leadership and vision to optimize the effectiveness of ACE employees, operations, and accountability systems so ACE can effectively meet yearly goals and objectives, as well as the overall ACE mission.
- Ensures the execution of all parts of ACE's Strategic Plan through the creation of strong systems to support organization impact.
- Leads effective organizational model implementation to maximize the success of the ACE target students.
- Develop and progress monitor accountability measures to improve on all relevant performance indicators.
- In collaboration with the Chief Financial Officer, maintain the fiscal integrity of the four ACE schools.
- Perform other duties as assigned by the CEO or designee.

This position is EXEMPT as determined by applicable law

Note: *The above statements are intended to describe the general nature and level of work being performed. This is not intended to be an all-inclusive list of all duties, skills and responsibilities required in this position.*



Principal

ACE Charter Schools | San Jose, California

Join ACE: Where Students Realize Their Extraordinary Potential

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Position Summary

We are looking for an extraordinary Principal for <insert school name>! Reporting to the Director of Schools, you will be crucial to championing the school's mission and values to all stakeholders and provide the vision for the school's growth and development. You will be responsible for building a transformational optimistic school culture, as well as set the instructional vision for the school through strong leadership, communication, and management skills.

Responsibilities

- **Champion students and families:** You believe that every student has extraordinary potential and that their proficiency and growth should be celebrated. You look forward to building links with students and their families and supporting the Dean of Students in developing a recruitment plan that ensures that at least 60% of students are from the ACE middle schools. You will collaborate with CMO and school staff and ensure that all programming, advisory, and afterschool programming are aligned with our mission and vision.
- **Govern and lead school and instructional leadership:** You inspire all staff to align with the ACE mission and values through a growth mindset and student-focused perspective. You enjoy training others to become exemplary coaches for teachers; this includes ensuring each teacher has clear performance targets and building a culture of instructional excellence and constant improvement. In previous roles, you analyzed data and can leverage this skill to analyze program effectiveness and identify areas of improvement. You're excited to work with the Administrative Team to foster a culture of transparency, openness, responsiveness, and stakeholder agreement. You have experience communicating effectively and respectfully and believe that people can grow through dedication and hard work.

Education & Experience

- You hold a bachelor's degree and have experience as a Principal, school administrator or equivalent leadership experience managing programs and staff.
- You have classroom teaching experience in the secondary grades (6-12) and a proven track record of using data to increase student learning.
- You have experience leading a team of educators as an Instructional Coach or Assistant Principal.

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Empower School Leader Resident Position Description

Overview:

ACE believes in growing people from within. The *School Leader Resident (SLR)* is a hybrid of a teaching and administrative position, and exists for ACE staff members who have been with ACE for several years, who may not yet be ready for an Assistant Principal position, and who ACE believes has the leadership potential to be successful in such a role. While each individual in the role will have unique responsibilities based on their professional growth path and school needs, there are some consistencies with the position across the ACE Network.

ACE seeks inspirational, motivated, committed teachers to develop their leadership skills through the role of School Leader Resident. SLR will work together to build and maintain a positive school culture through the planning and implementation of programs, activities, and opportunities that instill in our students' a culture of optimism as well as a college-going identity. In alignment with our school's mission, the SLR will model a growth mindset through collaboration, innovation, reflection, and a "going above and beyond" attitude. SLRs work with teachers, school leaders, and other stakeholders to fulfill the roles and responsibilities outlined below, and report to the ACE Empower Principal.

The School Leader Resident:

- Teaches, coaches, and has administrative responsibilities
- Participates in a wide array of tasks based on their growth plan and the school's needs (includes, but is not limited to Discipline and Test Administration)
- Attends network Lead Team meetings at the discretion of the Principal
- Collaborates with the Principal and Assistant Principal to plan and execute Summer Leader PD
- Supports with the hiring process of potential candidates

Discipline:

Objective: SLR will coordinate the necessary supports that will prepare students to become immersed in a Cooperative Learning Environment at ACE

- In collaboration with the Principal and Lead Team, SLR will help draft/revise the school-wide discipline plan
- SLR will manage and conduct discipline conversations with students during prep periods and or after school
- SLR will set up meetings with families and communicate student expectations

Student Culture:

Objective: SLR will ensure that students are immersed in a culture of optimism through the coordination of student support services that inculcate in every student the ACE values of respect, pride, and ganas.

- SLR will collaborate with the Culture Team, Community Outreach Manager, Admin, and Ops Team to plan school-wide events (i.e. Community Meeting, Dances, ESB, etc).
- SLR will collaborate with the Culture Team to conduct focus groups to gauge student interest in school based on student survey feedback
- SLR will collaborate with the SPED department to ensure that all students learning and behavior needs are met

- SLR will support with the Implementation of positive behavior interventions

Parent Engagement and Recruitment

Objective: SLR will help attract and retain students and families to ACE by engaging with them

- SLR, in collaboration with the COM, will spearhead recruitment and retention activities across the school
- SLR, in collaboration with Admin and the COM will assist in Cafecitos and other parent meetings

College Access:

Objective: SLR will facilitate the development of a school-wide college knowledge process that empowers students and families to adopt the college-ready confidence necessary to attend and graduate from a four-year university upon graduating from ACE

- SLR will assist in designing, preparing and chaperoning college trips for their specific grade level
- SLR coupled with the Assistant Principal will modify and provide feedback regarding the College Seminar college readiness curriculum as well as support other College Seminar coaches in its implementation

Academics:

Objective: SLR will coordinate the necessary supports that will prepare students to become academically successful at ACE

- SLR will assist in the preparation and administration of standardized tests
- SLR will assist with the development of the daily, master, and testing schedules
- SLR will develop and conduct professional development as needed
- SLR will support with the expectations for instruction, lesson planning, grading policy, etc

Leadership Increment:

Because the *School Leader Resident* is expected to spend significant time working with the Administrative team on campus, and is expected to engage with any tasks deemed necessary by the Principal, the leadership increment for this position is \$10,000 (\$5,000 for SL and an additional \$5,000 for SLR).

Minimum Requirements:

- Meets all expectations required as a teacher and a School Leader
- Excellent communication and collaborative skills
- Embodies a culture of optimism
- Models a growth mindset
- Positively gives and receives feedback
- Ability to reflect and learn from one's work
- Willingness to participate in school-wide events
- At least 2 years experience working at an ACE Charter School
- Available to attend Leadership Team Meetings after school once a week (~2 hours)



- You are a mission-driven individual who has experience working with diverse student populations, including English language learners and students with disabilities.
- You are bilingual in Spanish and English, with at least conversational-level of Spanish.

Salary & Benefits

- We offer a competitive salary and this position includes full health benefits and CALSTRS retirement plan. This position is EXEMPT.
- We are located in beautiful [San Jose](#), minutes away from the CalTrain, a diverse and eclectic food scene, the beaches of Santa Cruz, museums and the stadium of our very own San Jose Giants.

Physical Demands

To perform essential functions for the role, you should be able to:

- Talk, hear and communicate with both adults and children
- Use hands or fingers to handle objects, tools, or controls
- Walk, sit, and reach with hands and arms
- Occasionally lift or move up to 30 pounds and climb ladders
- In terms of vision, have close vision, distance vision, and ability to adjust focus

[Apply directly online at https://boards.greenhouse.io/acecharter](https://boards.greenhouse.io/acecharter)



Manager of Community Engagement

ACE Charter Schools | San Jose, California

[Apply here](#)

Position Summary

We are looking for a **Manager of Community Engagement** to join the CMO Team! You are a social-justice advocate - believing in the power of *building* community to *serve* the community. You are skilled at managing others to reach ambitious recruitment or outreach targets, and you look forward to building parent and student advocacy groups on each ACE campus. You are well-connected to East Side San Jose through community partners. You are a persuasive communicator, believing that the work of ACE Charter Schools empowers students and families.

This position reports to the Chief Executive Officer.

Responsibilities

Network Wide Student Recruitment:

- Design a network-wide student recruitment strategy to meet or exceed ambitious enrollment targets.
- Persuasively and optimistically describe the ACE Mission and student, and train Community Outreach Managers to do the same.
- Track data weekly and revise the recruitment strategy as necessary.
- Oversee data entry at each site and ensure Community Outreach Managers are inputting data in a timely and accurate manner.
- Maintain a deep knowledge of the neighborhoods that ACE serves.
- Build relationships with and key partners around ACE schools (e.g. churches, community centers, elementary schools).
- Lead monthly meetings with the school-site Community Outreach teams.
- Lead onboarding and training of new Community Outreach Managers.
- Generate and attend an annual calendar of community events with the Community Outreach Managers (COMs) to insure brand visibility.
- Develop collateral that highlights our message and celebrates our results, in collaboration with the CMO team.
- Manage the Brand Ambassadors to build the ACE Network presence on social media.

Network-Wide Community Engagement:

- Lead the planning and coordinating of Parent Leadership meetings at each school (e.g., LCAP, SSC, ELAC) in collaboration with the Community Outreach Managers.
- Support Community Outreach Managers in managing a student engagement calendar at each school site.
- Lead parent involvement for Staff Interviews, Cafecitos, Student Orientations, including trainings, presentations for schools to train their parents and staff.
- Coordinate the planning of ACE staff-wide events, including Summit, network days, teacher celebrations, etc.
- Support the planning of external-facing ACE events, including ACE's Annual Fundraising Event.

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English Teacher

ACE Charter Schools | San Jose, California

[Apply here](#)

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Position Summary

We are looking for mission-driven English educators to join our middle and high school teams! You are a patient optimist - you understand that building trusting relationships is foundational to teaching practice. You have high expectations for students, believing wholeheartedly that every student has the potential to thrive in college.

We offer the following math courses:

- Middle School Humanities (5th-8th grade)
- English 1-4
- World Literature
- American Literature

This role reports to the school principal.

*****Please note that your application will be reviewed on a rolling basis as positions for the 2019-20 school year become available.**

Responsibilities

- **Champion students and families:** You believe that every student has extraordinary potential and that their proficiency and growth should be celebrated. You look forward to building links with students and their families, serving as a mentor, and hosting office hours at least twice a week to inspire and support student learning. Daily, weekly, and long-term lesson plans are crucial to you to assist students in mastering their academic standards.
- **Collaborate with specialists and principals:** You enjoy professional development and plan to commit to integrating coaching feedback into your lessons. You have experience communicating effectively and respectfully and believe that people can grow through dedication and hard work. You're able to collaborate with ACE Learning Specialists to support a full-inclusion model of Special Education.

Education & Experience

ACE Charter Schools is committed to diversity & inclusion and provides equal employment opportunities to all employees and applicants for employment without regard to race, ethnicity, religion, gender, sexual orientation, national origin, age, disability, marital status, or status as a covered veteran in accordance with applicable federal, state and local laws.



- You hold a bachelor's degree.
 - You have a valid California State Teaching Credential or equivalent and transferable teaching license from another state. We will accept intern credentials.
 - We are prepared to consider qualified candidates with the intent to enroll in an intern credential program.
- You have teaching experience in San Jose or a community with similar demographics.
- You are a mission-driven individual who has experience working with diverse student populations, including English language learners and students with disabilities.
- Your ability to speak in Spanish is **preferred, but not required**.

Salary & Benefits

- Competitive salary according to the [ACE Salary Scale](#);
 - 1-1 Coaching and 1 half-day of Professional Development weekly
 - Network-wide "Data-Dives" quarterly
- This position includes full health benefits and CALSTRS retirement plan.
- We are located in [San Jose](#), minutes away from the CalTrain, a diverse and eclectic food scene, the beaches of Santa Cruz, museums and the stadium of our very own San Jose Sharks.

Physical Demands

To perform essential functions for the role, you should be able to:

- Talk, hear and communicate with both adults and children
- Use hands or fingers to handle objects, tools, or controls
- Walk, sit, and reach with hands and arms
- Occasionally lift or move up to 30 pounds and climb ladders
- In terms of vision, have close vision, distance vision, and ability to adjust focus

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Activism and Community Organizing

- Design a community organizing strategy for ACE, in collaboration with the CEO.
- Develops and maintains partnerships with organizations aligned to the ACE mission, including schools, local government, community organizing and faith-based institutions.
- Attend meetings with key organizing groups to represent ACE and mobilize change.
- Support Community Outreach Managers in building student and parent leadership at each school.
- Train parent and student speakers to effectively and persuasively communicate their stories.

Education & Experience

- Your bachelor's degree is **required**.
- Your ability to speak Spanish is **required**.
- You are skilled at building trusting relationships with a broad set of people, including parents, students, external stakeholders, and colleagues.
- Your 2 years+ of experience with Latino community organizing and outreach is **required**.
- You are knowledgeable in student recruitment, grassroots leadership development, community organizing, and/or public education.
- You are a strategic thinker - you create data-driven and are able to manage spreadsheets to insure the network is on track to meet our goals.

Salary & Benefits

- \$75,000 – \$80,000 annually depending on experience
- This position provides full health benefits, a 401k retirement plan and is EXEMPT.

Physical Demands

In order to successfully perform the essential functions of this job, you will need to meet the following physical demands. Reasonable accommodations can be made to enable individuals with disabilities to perform the functions. You will be regularly required to talk, hear, and communicate with both adults and children. You will frequently need to use hands or fingers to handle objects, tools, or controls. In this role, you will need to be able to walk, sit, and reach with hands and arms. You may occasionally need to lift or move up to 30 pounds and occasionally climb ladders. In terms of vision, the specifics required by this position are: close vision, distance vision, and ability to adjust focus. The noise level is moderate to high in this environment.



Join ACE: Where Students Realize Their Extraordinary Potential

Since 2008, ACE has operated charter schools serving 5th-12th grade students in East San Jose with one goal: our students will confidently choose to attend and graduate from college. 98% of our graduates will be the first in their family to attend college.

ACE is the only charter school in California that strategically recruits students and families that have been left behind by the current education system. With support from the Community Outreach Team, ACE is committed to re-engage families with the ACE school model through grassroots community organizing. As a result, 92% of our students are considered low-income and 50% are classified as English-Learners. 20% of ACE students qualify for Special Education services compared to 10-12% in neighborhood schools. ACE students are considered to be performing below grade-level. At ACE, we understand that academic growth takes time. It may take multiple years to see the academic performance that will put students on the college-track. ACE is truly a 5th grade through college model and we take time to celebrate growth along the way.

After 10 years, the ACE model is beginning to see results. Over 85% of the ACE High School Class of 2016 have persisted to their 2nd year of college. Many [ACE alumni](#) are eager to return to ACE and share their stories with the next generation of ACE student.

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GREGORY LIPPMAN

991 E. Taylor Street • San Jose, CA 95112 • 408-292-2585 • gregorylippman@gmail.com

WORK EXPERIENCE

Founder and CEO

ACE Charter Schools, San Jose, CA

2007-present

Founded organization to open charter schools in East San Jose in underserved neighborhoods. Led organization in design and launch of first school, ACE Empower Academy, which opened in 2008. Currently overseeing network of four ACE schools (3 middle and 1 high school)

Executive Director

ACE Public School Network, San Jose, CA

2005-2007

Ran support organization for small, autonomous schools in East San Jose, specifically in the Alum Rock and Franklin-McKinley School Districts. Provided strategic direction, district and city-wide outreach, as well as funding and technical support for schools.

Principal, Co-Founder

Downtown College Prep, San Jose, CA

2000-2005

Conceived, built and led 400-student college prep high school, with 98% of graduates enrolled at four-year colleges. Personally responsible for all aspects of academic program, including curriculum design, teacher training, design and implementation of schoolwide plan to drive achievement on state and AP tests. Provided intensive college counseling for students and families.

English, Math Teacher

Eastside Prep, East Palo Alto, CA

1998-2000

Taught AP English, Writing for College, SAT Prep, Geometry classes. Developed AP English, SAT Prep curriculum for college-bound students.

English Teacher, School Reform Coordinator

Gunderson High School, San Jose, CA

1994-1998

Taught AP English and ESL; ran staff development and major academic initiatives for 60-teacher staff. Organized college trips, coached tennis, basketball.

EDUCATION

Stanford University, Masters in the Arts of Teaching, Teaching Credential, English

1992

Princeton University, B.A., English Literature

1991

RELATED SKILLS, INTERESTS

- Fluent in Hungarian, competent in Spanish
- Strong background in college counseling, including working with college admissions staff, preparing student applications, scholarships and financial aid

Contact

www.linkedin.com/in/nathmahalingam (LinkedIn)

Top Skills

Strategic Planning & Analysis
Transaction Structuring & Execution
Controllership & Process Improvement

Languages

Hindi

Nath Mahalingam

Trusted Strategic & Finance Business Partner. Helping Organizations Navigate Growth Sustainably. Solutions-Oriented.

San Mateo

Summary

Hands-on executive with experience in managing direct teams and larger cross-functional matrixed teams at Fortune 100 companies. Varied industries' exposure – 20+ years' experience in Financial Services, Engineering Services, Technology and Education sectors. Strong functional competencies - Strategic planning, Financial analyses, Performance management & reporting, Financial budgeting, forecasting and reporting, Lender/investor management and negotiation, and Transaction structuring (M&A/VC/Joint Ventures). Value-add includes organizational agility, high business acumen/analytical mindset, big-picture view and story-telling, strong interpersonal and communication skills, ability to build relationships & trust with key stakeholders, desire to learn, grow & contribute, and integrity.

Delivered results across multiple industries (technology, education, manufacturing, and financial services). Bring a diverse finance background (compliance, financial processes and systems, strategic planning and budgeting, transaction structuring and execution and financial/commercial due diligence) and consequently, can wear multiple hats to drive results.

A technically savvy relationship-builder with exceptional business and finance acumen, my credentials include an MBA from the University of Rochester, NY and a Bachelor of Commerce in Accounting & Economics from Sydenham College of Commerce & Economics, Bombay University, India. I also hold a Chartered Accountancy credential (CPA equivalent) from the Institute of Chartered Accountants of India and am a Six Sigma Certified Green Belt.

Experience

ACE Charter Schools

Chief Financial & Operating Officer

May 2015 - Present (5 years 5 months)

San Francisco Bay Area

Manage the Finance, Technology and Business Operations functions at ACE Charter Schools. Responsible for guiding the organization on execution of its growth trajectory. Key responsibilities include financial management, financial controllership, compliance and reporting, risk management, lender and banking relationships, and talent development

KIPP Foundation

Senior Director, FP&A

October 2013 - April 2015 (1 year 7 months)

San Francisco Bay Area

KIPP Foundation leverages technology, a nation-wide charter school network and a strong curriculum and values-based education system to cater to minority and lower-income children across the nation. Highlighted below are some of my key accomplishments (achieved in a short timeframe)

- Implemented new budgeting process including a 3-year Long Range Plan and financial model
- Instituted monthly forecasting process, monthly performance reviews & long-term planning (both revenues and expenses) and focused on more active grant management processes
- Implemented and augmented cloud-based financial planning and budgeting application.

Meritus LLC

Client Services Manager

2012 - 2013 (1 year)

1. Finance consulting to bay-area start-ups in the areas of financial planning and budgeting, monthly reporting and variance analyses and development of BOD packages and KPIs/operational metrics.
2. Focused on assisting start-ups in the revenue forecasting area (by looking at developing reports and schedules to support the sales cycle right from prospect to pipeline to booking to backlog to revenue and cash)
3. Developed the dashboard to track key SaaS metrics (MRR, Churn, ACV)
4. Developed comprehensive 5-year financial models to support Strategic Planning and long-term planning exercises (including M&A models)

5. Supply chain operational data analyses (order-to-ship, procurement-to-receipt, transportation cycle time) as well as sales conversion metrics

Independent Consultant

Sabbatical in India

2011 - 2012 (1 year)

Mumbai Area, India

1. Developed business plan for raising \$3M in startup funding for consumer finance and debt rating company.
2. Taking care of aging parents in India

Textron Financial

7 years

SVP, Strategy & Product Development

2004 - 2011 (7 years)

After serving as VP of Finance & Divisional CFO (2004-2007), promoted to drive organic growth in adjacent markets and new geographies. Managed run-off of \$1.5B portfolio.

Vice President Finance

September 2004 - June 2007 (2 years 10 months)

Vice President of Finance focused on financial planning and analysis, strategic planning and budgeting, financial forecasting, financial performance management and assisting in organizational strategy and design

Econnergy Energy Company, Inc.

Project Manager

2003 - 2004 (1 year)

Helped CEO drive brand and expand energy base for \$200M retail gas/energy service provider. Also led consumer regulation compliance program.

GE Capital

Assistant VP

1998 - 2003 (5 years)

Managed transaction structuring, underwriting, execution and management. Evaluated 75+ transactions. Invested \$70M across 6 investments. Closed 2 transactions for \$750M.

Education

University of Rochester - Simon Business School
M.B.A., Corporate Finance & Acctg. and Organizational
Strategy · (1994 - 1996)

Institute of Chartered Accountants of India
Chartered Accountant, Corporate & Financial Acctg., Audit, Law & Taxation,
Financial Management · (1990 - 1993)

University of Mumbai
Bachelors of Commerce, Accounting & Economics · (1987 - 1990)

St. Mary's ISC
High School, Accounting · (1976 - 1985)

Contact

longtrinh@gmail.com

www.linkedin.com/in/vu-long-trinh-mba-a4262aa5 (LinkedIn)

Top Skills

Teaching

Curriculum Design

Staff Development

Vu Long Trinh, MBA

Chief Schools Officer at ACE Charter Schools
San Jose

Experience

ACE Charter Schools

5 years 4 months

Chief Schools Officer

July 2020 - Present (3 months)

San Jose, California, United States

Director of Schools

June 2017 - July 2020 (3 years 2 months)

San Jose, California

Principal at Ace Empower

June 2015 - June 2017 (2 years 1 month)

San Jose, California

Innovate Public Schools

School Leader Fellow

August 2015 - June 2016 (11 months)

San Jose, California

Envision Education

Vice Principal of Operations at Envision Academy

August 2011 - June 2015 (3 years 11 months)

Oakland, California

Envision Education

Lead Learning Specialist at Envision Academy

August 2007 - June 2011 (3 years 11 months)

Oakland, California

Oakland Unified School District

Special Education Teacher at Westlake middle school

August 2005 - June 2007 (1 year 11 months)

Oakland, California

Education

California State University, Monterey Bay

Master of Business Administration (MBA), Business Administration and Management, General · (2014 - 2016)

California State University-East Bay

Master of Education (M.Ed.), Educational Leadership and Administration, General · (2010 - 2012)

San Francisco State University

Education Specialist Credential, Special Education and Teaching · (2005 - 2007)

University of California, Berkeley

Bachelor of Arts (BA), Ethnic Studies · (1999 - 2003)

Contact

www.linkedin.com/in/lisamarie-r-014729b2 (LinkedIn)

Top Skills

Leadership

Data Driven Instruction

Data Analysis

Lisamarie R.

Principal at ACE Empower Academy
San Jose

Experience

ACE Charter Schools

Principal

July 2019 - Present (1 year 3 months)

San Jose, California

Alpha Public Schools

Assistant Principal

July 2017 - June 2019 (2 years)

San Jose, California

*Collaborated with the Network Academic Instructional Team to assist with curriculum development, support teachers' intellectual planning process, and oversee classroom instructional activities to create an environment conducive to learning.

* Managed REACH (Remediation, Enrichment, and Challenged) Program utilizing best instructional practices, observation and feedback, weekly data analysis, and planning with teachers to create targeted, academic support, and small group instruction for Quartile 1 students in grades 5 - 8 which increased their mastery by 20% as measured by NWEA MAP Assessment.

* Implemented Golden Lanyards Program to promote and develop Leadership opportunities for middle school students who have demonstrated the ability to be models and ambassadors for our campus.

* Actively involved in the hiring process to select new teachers aligned to Alpha schools' mission and vision.

* Evaluated, assessed, and managed classroom and specialist teachers performance by leading Professional Development, observations, modeling, co-teaching, and walk throughs providing real-time feedback coupled with debriefing meetings.

Ascend Public Charter Schools

4 years 3 months

Dean Of Instruction

July 2014 - June 2017 (3 years)

Brooklyn, NY

- * Observed, coached, and mentored an Instructional staff of 20 teachers to ensure that teaching at all times was intentional, engaging, and rigorous.
- * Reinforced positive student behavior and established rapport with 240 students.
- * Planned and executed whole school professional development for a staff of 70 teachers.
- * Utilized highly developed interview skills, sharp discernment, and ability to execute good judgement to interview potential candidates.
- * Used data to inform practice and drive decision-making and instruction at the school.
- * Increased student learning gains and improved student metacognitive skills through a collaborative approach to real world creative problem solving strategies.
- * Successfully improved student achievement on state-wide testing through integration of research based instructional practices which led to a 20% increase on the Math State Exam resulting in the highest scores across the network.
- * Built smooth and efficient working relationships that positively impacted academies.

Fourth Grade Team Lead

September 2013 - June 2014 (10 months)

Brooklyn

- * Led grade team meetings for 8 people focused on high-level lesson implementation and data driven instruction.

Fourth Grade ELA Teacher

April 2013 - June 2014 (1 year 3 months)

Brooklyn

- * Developed and taught clear and engaging lessons that followed the rigorous, Common Core standards for 30 students.
- * Built a warm and inclusive classroom learning environment, implementing Responsive Classroom.

NYC Department of Education

Third Grade Teacher

September 2012 - April 2013 (8 months)

Bronx

- * Developed and implemented daily and unit lessons and assessment tools to meet the academic, intellectual, and social needs of students.

* Tracked and analyzed class data to increase student achievement for a class of 25 students.

NYC Department of Education

Second Grade ELL and MATH - UP Cooperating Teacher
September 2010 - June 2012 (1 year 10 months)

Bronx

* Provided pre-service teacher with varied teaching experiences; small group instruction, team teaching, and total class instruction.

* Coached pre-service teacher in classroom management, instructional processes, and assessment techniques.

* Held quarterly professional responsibility meetings with pre-service teacher to discuss and evaluate professional development.

NYC Department of Education

Second Grade Lead Teacher
September 2009 - June 2010 (10 months)

Bronx

* Facilitated Professional Development for 40 teachers and created a math study group for 15 teachers.

* Established classroom as a lab for utilizing best teaching practices and demonstrating pedagogical strategies and curriculum.

* Provided coaching, feedback, and support for the Professional Development of 5 - 7 teachers.

NYC Department of Education

6 years 10 months

First Grade Team Lead

September 2002 - June 2009 (6 years 10 months)

Bronx

* Supported new teachers amongst the grade to strengthen instruction and classroom management for 6 teachers.

* Facilitated common planning meetings to create, discuss, and implement curriculum.

* Served as a liason between administration and teachers to turn-key vital information.

First Grade Teacher

September 2002 - June 2009 (6 years 10 months)

Bronx

* Actively engaged students in the learning process through the use of literature, technology, and songs.

Education

City University of New York-Herbert H. Lehman College
Master of Science (M.S.), Early Childhood Education and
Teaching · (2002 - 2004)

SUNY New Paltz

Bachelor of Arts - BA, Political Science and Government · (1997 - 2001)

Contact

www.linkedin.com/in/daniel-gonzalez-meza-3b841289
(LinkedIn)

Top Skills

Bilingual-English/Spanish
Microsoft Office
Research

Languages

English (Full Professional)
Spanish (Native or Bilingual)

Daniel Gonzalez-Meza

Assistant Principal at ACE Charter Schools
San Francisco Bay Area

Experience

ACE Charter Schools

2 years 4 months

Assistant Principal

July 2019 - Present (1 year 3 months)

San Francisco Bay Area

Dean Of Students

June 2018 - July 2019 (1 year 2 months)

San Francisco Bay Area

KIPP Bay Area Public Schools

6th Grade Math Teacher

July 2014 - June 2018 (4 years)

San Francisco Bay Area

Teach For America

Corps Member

June 2014 - June 2016 (2 years 1 month)

San Francisco Bay Area

Upward Bound Program

Geometry Teacher

June 2014 - July 2014 (2 months)

Sonoma State University

Gateway Educational Services

Mathematics Tutor

September 2013 - January 2014 (5 months)

Goleta, CA

George Washington Carver Middle School

7th Grade Math Teacher

June 2013 - July 2013 (2 months)

Contact

www.linkedin.com/in/reissa-noriega-27369a49 (LinkedIn)

Top Skills

Tutoring
Public Speaking
PowerPoint

Languages

Portuguese
English
Spanish

Reissa Noriega

School Leader Resident at ACE Charter Schools
San Jose

Summary

I am passionate about educational equity. I am determined and a resilient leader that strives to impact and empower our future generations.

Skills:

In-depth knowledge of Common Core middle school mathematics curriculum development.

Creative and innovative approaches to learning mathematics.

Common Core middle school teaching experience.

Inquisitive, passionate, committed, strong work ethic, problem-solving skills, proactive, and attention to detail.

Ability to work independently and collaboratively.

Experience

ACE Charter Schools

6 years 4 months

School Leader Resident

October 2019 - Present (1 year)

Math & Science Teacher, Math Department Lead

June 2014 - Present (6 years 4 months)

Alpha Public Schools

Math & Science Teacher

June 2018 - June 2019 (1 year 1 month)

San Jose

Downtown Berkeley YMCA

Academic Tutor

February 2012 - May 2014 (2 years 4 months)

UC Berkeley Public Service Center (formerly Cal Corps)

Student Director

August 2011 - May 2014 (2 years 10 months)

Education

University of California, Berkeley

Bachelor's degree, Spanish Language and Literature · (2010 - 2014)

Education

University of California, Santa Barbara

Bachelor of Arts (B.A.), Mathematics · (2009 - 2013)

Loyola Marymount University

Master of Education (M.Ed.), Urban Education and Leadership · (2014)

Appendix 11



Handbooks

ACE Student and Family Handbook

ACE Employee Handbook

**ACE Charter Schools Student and Family
Handbook
2020-2021**

Table of Contents

Mission and Guiding Principles	Page 4
The Commitments of Ace Charter Schools	Page 6
Family Engagement at ACE	Page 9
Academic Policies	Page 11
<i>English Learners</i>	Page 11
<i>Authorized Comprehensive Sexual Health Education Policy</i>	Page 11
<i>Mathematics Placement Policy</i>	Page 18
<i>High School Graduation Requirements</i>	Page 20
<i>University and College Admissions Requirements</i>	Page 23
<i>Other Academic Standards and Expectations</i>	Page 25
<i>Student Use of Technology</i>	Page 27
<i>Special Education</i>	Page 33
<i>Section 504 Policy</i>	Page 36
Admission and Attendance Policies	Page 51
<i>Academic Integrity Policy</i>	Page 51
<i>Attendance Policy</i>	Page 52
<i>Student Truancy Policy</i>	Page 54
<i>Student Illness Policy</i>	Page 57
<i>Missed and Late Work Policy</i>	Page 61
<i>Hall Pass Policy</i>	Page 61
Dress Code Policy	Page 63
Suspension and Expulsion Policies and Procedures	Page 67
Health and Wellness Policies	Page 87
<i>Mental Health Services</i>	Page 89

<i>Youth Suicide Prevention Policy</i>	Page 90
Contacting the School	Page 99
Human Rights Policy	Page 100
Nondiscrimination Statement	Page 100
Child Neglect and Abuse	Page 102
Gun Free Schools Act	Page 102
Pregnant and Parenting Students Page 102	
Title IX, Harassment, Intimidation, Discrimination and Bullying Policy Page 104	
<i>Prohibited Unlawful Harassment under Title IX</i>	Page 105
<i>Cyberbullying Prevention Procedures</i>	Page 106
<i>Title IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form</i>	Page 111
2020-2021 Commitment to Success Contract	Page 112
Technology Acceptable Use Agreement	Page 113
Glossary	Page 114

This handbook provides an overview of policies and procedures upheld by ACE Charter Schools. Please read the ACE Charter Schools Family Policy Manual provided for deeper insight into all policies enforced by ACE.

Please note there is a glossary attached to the end of this handbook to clarify the definitions of certain terminology used throughout the policies and procedures. These terms are marked with superscripted numbers which correspond to the definition listed in the glossary.

ACE CHARTER SCHOOLS MISSION AND GUIDING PRINCIPLES

ACE Mission

ACE Charter Schools (“ACE” or “Charter School” or “School”) ensures students who are struggling gain the skills and will to succeed in college and beyond.

Educational Philosophy

The educational philosophy of ACE is that the achievement gap of “at- risk” students – mostly low- income children of color – can be bridged if schools and communities focus their attention on these four pillars:

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

In addition to these four pillars, ACE also values:

- Creating an optimistic, celebratory school environment that engages these students and their families, helping them develop habits and attitudes that prepare them for success in college and life; and
- Bridging the gap between school and parents by working closely with families to support student learning.

High Expectations

At ACE, we expect students to exit our learning community prepared to succeed by providing a rigorous, college- preparatory curriculum in grades 5th - 8th and 9th - 12th with the ultimate goal of success in any post-secondary education. As such, we expect that all students will work hard, put forth their best effort, and show *ganas* in every aspect of their life inside and outside of school. To guide students as they move through ACE, the following core principles will be in place. All students, staff, and school community members will be expected to abide by the following core values:

ACE Core Values

1. **We believe every student has the unbound capacity to thrive** - All students, regardless of circumstances, have the potential to excel in school and life. In order to help students reach their potential, we collectively maintain rigorous standards for students and staff inside and outside the classroom.
2. **We take responsibility for student success** - Every staff member at ACE focuses on empowering our students to navigate their internal and external challenges by providing effective, sustainable academic and personal development and learning opportunities.

3. **We celebrate growth** - We Grow Everyone Every Day by fostering a culture of optimism where our whole community takes pride in student and staff progress. We look for growth and student transformation and their development into young people who demonstrate self-efficacy and college-ready confidence.
4. **We believe strong relationships lead to student success** - ACE believes relationships are the fundamental level of generational change; staff, families, and our communities are the agents of that change. ACE is committed to an interconnected school community based on genuine respect and compassion where relationships are integral to the success of all.

ACE Vision

Students excel in an equitable educational system that equips them to make transformative choices for their families and our communities.

Grow • Everyone • Every Day

At ACE we measure our students' success in growth. Our curriculum and culture support the vision of Grow • Everyone • Every Day. The expectation of growth is not limited to just the students, the entire school community is expected to strive to continue to challenge one's self. At any given point within the school year, a student should know if they are on-track to achieve growth in every subject. Students are taught and modeled at the beginning of the school year our school values and norms that lead them to meet our high expectations.

THE COMMITMENTS OF ACE CHARTER SCHOOLS

ACE offers several unique programs, courses and learning experiences that support the development of confident, self-directed young adults.

What Makes ACE Unique?

Community Meetings and Cafecitos: We meet as a school community every month to share and showcase our learning and to strengthen our community. We believe parents

are a crucial part of transforming the lives of our students and community. The monthly meetings provide an opportunity for families and schools to collaborate together to reach our ambitious goals and transform the community.

Homeroom/Advisory/College Seminar: Every student is a member of a homeroom, which is facilitated by a teacher. Homerooms allow for time and space, aside from regular classes, to facilitate strong relationships. The relationships built during homeroom create a sense of belonging, teach students to value differences, and support the group in working together creatively on issues, concerns and challenges. It is designed to provide students with a daily opportunity to interact with grade-level peers, a homeroom teacher who provides academic counseling and coaching, and an opportunity for each student to be known very well by at least one (1) adult at ACE. Communication around academic and discipline concerns are filtered through the student's homeroom teacher. Therefore, the homeroom teacher is the primary contact for parents/guardians regarding their child's progress at ACE. All students are assigned to a homeroom and are expected to attend every day.

Growth and Proficiency-based grading: ACE uses a proficiency-based curriculum and assessment model driven by college-readiness, content, and the mission. Students are constantly pursuing mastery of long-term learning targets outlined at the beginning of each course. Students are given continuous feedback from their teachers necessary to meet or exceed learning targets. Please see the Grading and Reporting section for more details.

Mission-Driven Curriculum: We assess and design our curriculum using the state Common Core State Standards. Teachers scaffold rigorous content to ensure the curriculum is accessible to all students' academic levels. In addition, online programs will be offered to differentiate for individual students' needs.

Character Development: We believe that young people face difficult choices every day and must learn how to change negative behavior to promote learning, leadership, and service within ourselves and our communities. We will attempt to support our students to make positive and productive decisions each and every day while encouraging them to restore themselves to the community after they have served an appropriate consequence. In addition, we will engage students and adults to attempt to resolve issues using alternative approaches such as peer mediation, community conferencing, or circle talks.

THE COMMITMENTS WE ASK OF YOU

In order for students to be successful in school, we must each do our part to hold up the high standards and expectations of the ACE community. We know that students and families want and deserve a high quality educational experience at ACE. Please read carefully the commitments that we ask students and families to make as we build and sustain a culture of excellence, equity and achievement.

What commitments are ACE students asked to make?

In order for the students and ACE schools to be successful we ask students and parents to commit to the Core Values and agree to follow the ACE Vision of Grow • Everyone • Every Day by doing the following:

- Approach opportunities to serve and lead with enthusiasm
- Maintain a 96% or above attendance rate, no more than six (6) excused absences in a school year
- Arrive at school and all classes each day on time
- Wear the school uniform in a professional manner
- Be prepared to learn, including bringing required materials
- Complete all class work, homework, and projects with a high level of effort
- Meet school community expectations, upholding responsibilities as a positive contributor to the community
- Reflect on choices, and do what is necessary to restore the community and relationships
- Show *ganas* every day
- Seek opportunities to lead and productively advocate for self and others
- Participate actively in all school-wide and grade level activities
- Participate actively in class each day
- Prepare for and complete Student-led Conferences, Portfolios, and Exhibitions of Learning with excellence
- Use appropriate opportunities to express concerns and questions
- Participate consistently in at least one (1) extracurricular activity

What commitments are ACE families asked to make?

As teachers and caregivers, we all want your child to build strong and enduring habits of work and a genuine enjoyment of learning. At ACE, we believe that family participation in their child's education is vital, and we encourage all of our families to participate at school by providing a wide variety of opportunities to volunteer along with various school events they can attend.

Stay involved in your child's school life:

- Attend the following major family events with your child:
 - Student-Led Conferences in October/November
 - Student-Led Conferences in February/March
 - Exhibition Nights/Open House/Back to School Fall and Spring
- Attend Community meetings each month
- Attend Athletic events throughout the school year
- Communicate any changes in family information, concerns about students' progress, questions or feedback for the school
- Communicate with administration if you are having difficulties in contacting teachers
- Fully support all ACE policies and procedures, including the discipline, program and school uniform expectations
- Communicate regularly via email, conference or telephone with teachers

- Ask students about their nightly homework assignments and upcoming projects and assignments
- Make every effort to schedule appointments, court dates, vacations, etc. on days when school is not in session

FAMILY ENGAGEMENT AT ACE

Family engagement is a cornerstone of the foundation of ACE. Parents and guardians are welcome at ACE at all times during school hours. We value your presence and your active participation in both social and academic activities. Our staff is committed to providing you and your child with a high quality public education. We know that this occurs when families are actively engaged in their child's educational experiences as partners with the school.

Recognizing that families have busy and varying schedules, our Manager or Community Engagement has identified a variety of ways families can participate and stay engaged in their student's education. Opportunities range from calling other families about school events to participating in a lobbying event at the County Office of Education. Based on

your availability and interests, our School site personnel will help match you with volunteer opportunities that support the school community.

At ACE, families are included as active participants in school decisions, with parents/guardians serving on the Parent Leadership committee and on the Board of Directors. Please contact our Manager or Community Engagement, Denisse Garcia at dgarcia@acecharter.org, for more information.

Rituals and Traditions

Rituals and traditions are school-wide practices that build a strong school culture and climate. These rituals and traditions are aligned with and consistently focused on our mission of learning, leadership and service. Our ACE traditions are developing as we grow into a 5-12 model.

Currently they include:

Adherence to the ACE Charter Schools Three Core Values

- Show respect
- Show pride
- Show *ganas*

Greeters: We foster an environment in which students are empowered to actively greet peers, staff and guests. Students are expected to firmly shake hands, make eye contact and welcome guests in and out of the classroom. In addition, when students are in class, greeters are expected to articulate learning objectives and activities of the lesson in their own words. This provides them the opportunity to share and take pride in their growth.

Assemblies: Our weekly whole school meetings, known as Launch or Cypher, are a time to recognize students who have demonstrated excellence in our core values. Commonly student run, this is a time when teachers and students are allowed to recognize student achievement and risk-taking along with a space for school-wide games, exhibitions of talent, songs and other team building activities. Other community members are also invited to lead presentations on issues that impact our community.

ACADEMIC POLICIES

Curriculum Overview

The curriculum is driven by clear performance standards for what students should know and be able to do at each grade level to be successful in top quality high schools and colleges. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards.

We use knowledge about student skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers will give students and parents/guardians progress reports about student performance regularly. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will receive two (2) report cards per year along with progress reports. You should feel free to contact any of your child's teachers regarding his/her progress at any time.

English Learners³

ACE is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. ACE will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. ACE will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Authorized Comprehensive Sexual Health Education

The ACE Board of Directors ("Board") has been adopted a Comprehensive Sexual Health Education Policy to meet the Legislative intent of the California Healthy Youth Act ("CHYA") as follows:

1. Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus ("HIV"), other sexually transmitted infections, and from unintended pregnancy
2. Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
3. Promote understanding of sexuality as a normal part of human development
4. Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end

5. Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

The full policy can be found in the ACE Charter Schools Student and Family Policy Manual. A copy of the policy manual is available upon request at the School Office and on our website, <https://www.acecharter.org/ace-documents/>.

Instruction to Students⁵

The CHYA requires that comprehensive sexual health education² and HIV prevention education⁴ be provided to all ACE students in grades 7 to 12, inclusive, at least once in middle school or junior high school and once in high school.

In compliance with the CHYA, ACE will ensure that all students in grades 7 to 12, inclusive, are provided the following instruction:

1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate⁶ information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration (“FDA”) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have

a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
 - a. Parenting, adoption, and abortion.
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger., pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
 - c. The importance of prenatal care.
10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
 - a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
 - b. Information on how social media and mobile device applications are used for human trafficking.
11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.
12. Information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

Further, ACE shall ensure that all instruction satisfies the following criteria:

1. Instruction and materials shall be age appropriate.¹
2. All factual information presented shall be medically accurate and objective.
3. All instruction and materials shall align with and support the purposes of Education Code Section 51930(b)(1)-(5) as stated in this Policy and shall:

- a. Be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.
- b. Be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided pursuant to applicable law.
- c. Be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
- d. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
- e. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
- f. Teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
- g. Encourage a student to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
- h. Teach the value of and prepare students to have and maintain committed relationships such as marriage.
- i. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
- j. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.
- k. Not teach or promote religious doctrine.

In-Service Training

ACE shall cooperatively plan and conduct in-service training for all ACE personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.

In developing and providing in-service training, ACE shall cooperate and collaborate with the teachers of the ACE who provide HIV prevention education and with the department.

In-service training shall be conducted periodically to enable ACE personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for ACE personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.

ACE may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for ACE personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

Guest Speakers

ACE may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for ACE personnel.

All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction.

Parental Consent

ACE encourages students to communicate with their parents or guardians about human sexuality and HIV and to respect the rights of parents or guardians to supervise their children's education on these subjects. ACE intends to create a streamlined process to make it easier for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their children from participation in all or part of that instruction or evaluation. ACE recognizes that while parents and guardians overwhelmingly support medically accurate, comprehensive sex education, parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.

A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. ACE shall not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

Notwithstanding Education Code Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the pupil's attitudes concerning or practices relating to sex, may be administered to any pupil in grades 7 to 12, inclusive. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. ACE shall not require active parental consent ("opt-in") for these tests, questionnaires, or surveys in grades 7 to 12, inclusive. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to ACE.

Annual Notice

At the beginning of each school year, or, for a pupil who enrolls in a school after the beginning of the school year, at the time of that pupil's enrollment, ACE shall notify the parent or guardian of each pupil about instruction in comprehensive sexual health education and HIV prevention education and research on pupil health behaviors and risks planned for the coming year. The notice shall do all of the following:

1. Advise the parent or guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.
2. Advise the parent or guardian whether the comprehensive sexual health education or HIV prevention education will be taught by ACE personnel or by outside consultants. Charter School may provide comprehensive sexual health education or HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers, but if it elects to provide comprehensive sexual health education or HIV prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent or guardian to request a copy of this Policy. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than fourteen (14) days before the instruction is delivered.
3. Include information explaining the parent's or guardian's right to request a copy of this Policy and/or Education Code sections 51930-51939.
4. Advise the parent or guardian that the parent or guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to ACE.

For Students who Opt-Out

A pupil may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks, if Charter School has received a written request from the pupil's parent or guardian excusing the pupil from participation.

A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of instruction on prevention of human trafficking. An opt-out form is available and will be sent through the school website a one week prior to this instruction for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

ACE CHARTER HIGH SCHOOL MATHEMATICS PLACEMENT POLICY

This Policy of the ACE Board of Directors ("Board") for ACE Charter High School has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
 - a. Eighth grade mathematics classroom assignment;
 - b. Final grade in mathematics on the student's official, end of the year 8th grade report card;
 - c. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");
 - d. Placement tests that are aligned to state-adopted content standards in mathematics:

- i. A remedial test to determine if entering 9th graders require a support class to be taken concurrently with Integrated Math I.
 - ii. The Integrated Math I final exam to determine if entering 9th graders are ready for acceleration into Integrated Math II.
 - e. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
 - f. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year; and/or
 - g. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Charter School Principal, or designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this Policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and the student's parent or legal guardian who questions the student's placement, as follows:
 - a. A parent/legal guardian of any 9th grade student may submit a written request to the ACE Principal, or designee, that:
 - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt of the written request, the ACE Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the

Charter School relied upon in determining the student's mathematics placement.

- ii. Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt of the written request, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this Policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.
- b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.
5. The Charter School shall ensure that this Mathematics Placement Policy is posted on its website.
 6. This Policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

The complete policy is also located on the School's website at [>> ACE Charter High School >>](https://www.acecharter.org) ACE Charter High School Mathematics Placement Policy.

ACE Charter High School Graduation Requirements

ACE’s mission is that all graduates will choose to enroll and thrive in a 4-year university. In order to ensure this happens, ACE’s promotion and graduation requirements are aligned to the California State University (“CSU”) Entrance Requirements and the California Department of Education (“CDE”) High School Graduation Requirements.

Subject	Requirements
English	Students must pass: <ul style="list-style-type: none"> ● 4 years of English
Social Studies	Students must pass: <ul style="list-style-type: none"> ● 1 year of World History ● 1 year of US History ● 1 semester of American Government ● 1 semester of Economics
Mathematics*	Students must pass: <ul style="list-style-type: none"> ● 1 course of Integrated Math 1 or Algebra 1 ● 1 course of Integrated Math 2 or Geometry ● 1 course of Integrated Math 3 or Algebra 2
Science	Students must pass: <ul style="list-style-type: none"> ● 1 year of Biology ● 1 year of Chemistry or Physics
Foreign Language*	Students must pass: <ul style="list-style-type: none"> ● 2 courses of the same foreign language or equivalent passing of a second year foreign language course (ex. Spanish 2)
Visual or Fine Arts	Students must pass: <ul style="list-style-type: none"> ● 1 year of visual or performing art

In order to graduate, students must take and pass these A-G courses and the CDE High School Graduation courses listed in the table below with a C- or higher. Unless otherwise noted, students must pass both semesters in order to meet the requirement for that class.

* In accordance with the University of California (“UC”) system requirements, passing the second semester for these courses validates the full year as course knowledge is cumulative.

The graduation requirements at ACE Charter High School are aligned with the CSU A-G eligibility requirements for California residents.

In order to graduate from ACE Charter High School a student must:

1. Meet the minimum 15 A-G requirements (see above)
2. Meet the eligibility requirements established on the CSU Eligibility Index (see below).

Eligibility Index

While the A-G requirements indicate a minimal level of coursework, the Eligibility Index provides greater detail on how G.P.A. (grade point average) and either American College Test (“ACT”) or Scholastic Aptitude Test (“SAT”) scores interact to determine whether a student will be eligible for admission to a CSU.

For example, it is not enough for a student to graduate with a “C” in every course—in order to be admitted to a CSU, s/he must also submit his/her ACT Plus Writing or SAT (completed by December of the final year of high school) exam scores. What distinguishes ACE Charter High School is that students are set up to graduate with more than the required courses and with the necessary combination of G.P.A. and test scores to be truly eligible to attend a CSU.

CSU Eligibility Index

G.P.A.	ACT	G.P.A.	ACT
2.97-2.99	10	2.42-2.46	21
2.92-2.96	11	2.37-2.41	22
2.87-2.91	12	2.32-2.36	23
2.82-2.86	13	2.27-2.31	24
2.77-2.81	14	2.22-2.26	25
2.72-2.76	15	2.17-2.21	26
2.67-2.71	16	2.12-2.16	27
2.62-2.66	17	2.07-2.11	28
2.56-2.61	18	2.02-2.06	29
2.52-2.55	19	2.0-2.01	30
2.47-2.51	20	Ineligible Below 2.0	

Reasons to Attend College

1. There is a strong link between educational attainment and financial success. Research indicates that over their lifetimes college graduates will typically earn nearly twice as much money as those who do not have college degrees. Additionally, historical unemployment rates have been much lower for those who have attained higher educational levels.
2. To learn how to think critically and analyze information. The development of critical thinking skills and the ability to analyze and reason logically is the number one purpose of education. College fine-tunes these skills.

3. To build a network of references and resources for a future career. Just as letters of recommendation from high school teachers, advisors, and administrators can help you get into college, references from college professors can help you get a job or qualify for graduate school. What you do in college is as important as your grades. The contacts and friends you make will be the people who support you when you begin to look for a job.
4. To develop knowledge of and an appreciation for different ideas, philosophies, cultures and people. For those high school students who truly have this as their number one reason for going to college, hats off to you! You are most likely to be the next generation of leaders.
5. To have fun and experience life before settling down into a career. Combined with one or more of the reasons listed above, there is nothing wrong in admitting that enjoying college is something one wants. College should be both enjoyable and educational.

University and College Admissions Requirements

Private Universities and Colleges

Private colleges and universities vary in their entrance requirements. It is important that you check their admissions websites very carefully. Discuss your situation with your counselor. You must determine whether you will meet entrance requirements; it is wise to apply to more than one (1) college since you may not be accepted by your first choice. The counseling office has excellent resources on all independent colleges and universities.

University of California (“UC”)

All UC campuses have the same minimum A-G subject requirements for undergraduate admissions; however, some schools and majors within the UC system are more selective than others. In order to be eligible to apply to the UC system, a student needs a minimum 3.0 G.P.A., successful completion of a specific sequence of high school courses, and corresponding SAT or ACT test scores. Please refer to <http://www.universityofcalifornia.edu/admissions/> for additional information.

California State University (“CSU”)

California State Universities have the same course requirements as UC schools. All applicants must meet specific standards including completion of minimum A-G requirements and, if s/he has a G.P.A. that is below a 3.0, there must be a corresponding SAT or ACT test score. Please refer to the chart listed below.

Community Colleges

Any high school graduate or any adult 18 years of age or over may enroll at a community college. Math and English placement tests must be taken at the college to determine proper placement in these basic subject areas.

HIGH SCHOOL STUDENTS MUST COMPLETE A MINIMUM OF 15 SUBJECT REQUIREMENTS WITH SATISFACTORY GRADES OF "C" OR BETTER!

Examination Requirement

To satisfy this admission requirement, you must also submit results from the SAT and/or the ACT.

High School Graduation & College Entrance Requirements

Subject	ACE High School	Cal State Universities	Universities of California
"A" History/Social Science	2 years	2 years including 1 year of U.S. History OR 1 semester of U.S. History and 1 semester of civics or American Government plus an additional year of social science	2 years including 1 year of world history, cultures and historical geography, and 1 year of U.S. History OR 1 semester of U.S. History and 1 semester of American Government or civics
"B" English	4 years	4 years of college preparatory English composition and literature	4 years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking
"C" Mathematics	3 years (4 years recommended)	3 years – including Algebra 1, Geometry, Algebra 2 or higher mathematics (take 1 year) (4 years recommended)	3 years of college preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry- Algebra 1, Geometry, Algebra 2 (4 years recommended)
"D" Laboratory Science	2 years	2 years of lab science (at least 1 year of physical science and 1 year of biological science)	2 years of lab science providing fundamental knowledge in at least 2 of the 3 disciplines of Biology, Chemistry, and Physics (3 years recommended)

“E” Language Other than English	2 years of the same foreign language	2 years (or equivalent to 2nd level course) of the same foreign language; American Sign Language is applicable	2 years (or equivalent to 2nd level of high school instruction) of the same foreign language (3 years recommended)
“F” Visual and Performing Arts	1 year	1 yearlong course in dance, drama or theater, music, or visual art	1 yearlong course, chosen from dance, music, theater, or the visual arts
“G” College Preparatory Elective	1 year	1 year selected from additional University of California A-G approved courses	1 year selected from additional A-F approved courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area
College Seminar/Study Skills/College Readiness	1 Semester of College Advisory	None	None
Testing Requirements	N/A	SAT or ACT	SAT or ACT

Other Academic Standards and Expectations

California Assessment of Student Performance and Progress (“CAASPP”)

ACE shall annually administer required state testing to the applicable grades (e.g., CAASPP.) Notwithstanding any other provision of law, a parent’s or guardian’s written request to ACE officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Homework

Students will receive homework EVERY night for EVERY academic class. Preparation is an important part of our curriculum, and no student is excused from any assignment without the permission of his or her teacher prior to the due date. Students are expected to complete all homework assignments each day.

Diverse Learners

Our classrooms in all major content areas offer differentiation in instruction to accommodate the various learning modalities of students. ACE educates an intellectually diverse student population, in a range from students requiring life skills instruction to those

in need of advanced college placement experiences. General and special educators collaborate regularly in planning and in co-teaching various lessons, to assure all students are successful in our general education classes. Students requiring additional support (other than special education) may be scheduled for specialized courses based on their needs, as identified by an Individual Education Plan (“IEP”) or by a SST. Support course offerings may include Reading Workshop, Tutoring, math support, and special education resource classes. Students requiring advanced curriculum work obtain teacher and guidance counselor support to enroll in advanced placement courses (AP courses) and early college credit experiences.

Reading Workshop is a course of study that provides a systematic approach for students to effectively decode and encode content materials across the curriculum. Multi-sensory methods are practiced for students to gain fluency, sound association and a firm structure of the English language in a logical sequence. Use of very direct and explicit learning strategies enhance the students’ comprehension of words, sentences and passage reading while improving their skills in listening comprehension, spelling and written work. Students will demonstrate their learning through improved participation in assigned humanities courses as well measured outcomes on annual state mandated Reading and English assessments.

Multi-tiered System of Support

The purpose of the Multi-tiered systems of support (MTSS) program and team is to gather multiple points of data on struggling students and to analyze this data to determine why a student is struggling. The MTSS teams meet to evaluate the student’s classroom performance, strengths and challenges, and prescribes an intervention to address the student’s obstacle(s) to academic success. Through this process, the SST creates a comprehensive plan that includes strategies and structures for teachers and school staff to employ.

An MTSS consists of the class teacher, parents, administrator and/or other suitable staff members (e.g., teachers or staff with appropriate expertise or special knowledge of the student or situation, learning specialist, special education lead or Director of Student Services), and a counselor or social worker, if appropriate. Depending on the child's age and the situation, the child may be a member of the SST. During an SST meeting, participants explore the issue of concern, strategies used previously to address the issue and brainstorm future strategies. MTSS meetings can result in the creation of either a comprehensive plan that creates various levels of intervention and/or strategies to be implemented by teacher, administration, parent and/or student. The Student Success Plan (“SSP”) describes strategies to be implemented to help the student improve in identified academic areas and, in some cases, includes a behavior contract. The SSP also includes goals and benchmarks for student achievement, time frames for progress, and follow-up meeting dates.

The MTSS is a general education approach, and assists in Child Find for special education. It is not subject to the special education timelines or legal requirements. The conclusion of the SST process may result in the referral for services through the

provisions of a Section 504 Plan, services for English Learners, academic remediation, or for special education assessment. ACE will refer a student for a special education assessment when the SST identifies that the modifications or assistance provided in the general education classroom is not sufficient in meeting the student's needs.

SST meeting request forms are available at the School office. Parents or guardians may request an SST meeting after having met with their classroom teacher and/or administrator regarding their concerns.

Student Use of Technology

ACE's Technology Philosophy

At ACE, engaging and relevant technology is used to aid teachers and students in their work and learning. Access to inclusive technology enriches our curriculum and the life of the ACE community. Teachers use appropriate technology to facilitate learning, manage their grades, and communicate both internally and externally. Students are granted technology privileges to be used as a tool of research, collaboration, creation, presentation, management, composition and communication. The use of the technology at ACE is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges.

Educational Purpose

Use of ACE equipment and access to the Internet via ACE equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use ACE resources only in a manner specified in the Policy.

“Educational purpose”– classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“Inappropriate use”– a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

ACE shall notify students and parents/guardians about authorized uses of ACE computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use ACE's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement, included at the end of this Handbook, specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold ACE or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree

to indemnify and hold harmless ACE and Charter School personnel for any damages or costs incurred.

Safety

ACE shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While ACE is able exercise reasonable control over content created and purchased by ACE, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither ACE nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matters on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using online services and may have teacher aides, student aides, and volunteers assist in this monitoring.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior while interacting with others online, including on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying, as defined in ACE's Suspension and Expulsion Policy. Students are expected to follow safe practices when using Charter School technology.

ACE advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local,

state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to ACE, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of ACE computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on ACE computers with Internet access.

The Principal or designee shall oversee the maintenance of ACE's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of ACE's computers, networks, and Internet services is a privilege, not a right. Compliance with ACE's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Technology Use Agreement

The agreement is between ACE and ACE students/guardians. All technology provided by ACE is for academic or administrative use by students, faculty and staff. Any user who violates this policy or any applicable local, state, or federal laws, faces the loss of technology privileges, risks school disciplinary action, and may face legal prosecution. This technology policy includes, but is not limited to the telephone system, computers, software, networks, wireless networks, Internet access and other services provided for student use at ACE. All other personal electronic devices brought to campus by the student are not permitted.

ACE technology resources are provided to the community to promote the education of ACE students and support their growth and development. Parents are expected to be stakeholders in the implementation of the Student Technology Use Agreement. A signed agreement will be collected at the beginning of every year to indicate parents have read the agreement and that parents and students understand and support the terms of the agreement.

When using technology on the ACE campus, technology provided by ACE for student use, students should be mindful of the following:

ACE Network and Wireless Access

- Use of the ACE networks and wireless network should be for academic purposes having educational value consistent with the objectives of ACE.
- All files and communications composed, sent, received or stored on ACE networks are and remain the property of the School. They are not confidential, nor the private property of any student, regardless of content, and may be viewed by ACE staff at any time. The use of passwords does not guarantee privacy or security.
- Access to certain websites is restricted and ACE records Internet browsing history, messages and files accessed on the ACE networks. This history can be reviewed at any time.
- ACE network administration programs will not be accessed or changed without explicit permission.
- ACE has filtering systems to block inappropriate content but no system is 100% effective. Neither the ACE nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent agree not to hold ACE or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless ACE and Charter School personnel for any damages or costs incurred. Inappropriate materials accessed or stored on the ACE network can and will be removed without prior notification. This includes, but is not limited to, copyrighted material, threatening or obscene material, inappropriate music, and images or infected files.

Student Access and Accounts

- Individual ACE accounts (email, ACE Gmail, A3K), and the content created or accessed on those accounts, are the responsibility of the student.
- Students will take reasonable precautions to prevent others from being able to use their ACE accounts by keeping passwords confidential. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

Behavioral Expectations

ACE technology, hardware, software and bandwidth are shared and limited resources, therefore all users have an obligation to use those resources responsibly. Students are provided access to ACE technology primarily for educational purposes. Students shall not use ACE technology or equipment for personal activities or for activities that violate ACE policy or local law.

- Use of technology on campus should not disrupt the learning environment.
- Teachers retain the right to determine appropriate use of electronic devices while in the classroom.

- ACE technology equipment will be used appropriately; students will not damage or dismantle technology equipment.
- Computer labs and common work areas will be kept clean. Food and beverages are prohibited in labs or while using school technology equipment.
- Students will not attempt to deliberately spread viruses or disrupt ACE wireless or computer networks by any other means.
- Technology resources provided by the school will not be wasted, abused, or monopolized. “Surfing” the Internet, playing games, streaming media or excessive downloading of files results in congestion on the ACE network, which slows it down for other users.
- Students may never use ACE technology to
 - Conduct for-profit business
 - Download, view or share inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- Students are not permitted to:
 - Install software on ACE equipment without the express permission of a teacher or other authorized ACE employee.
 - Access or attempt to access material or systems on the network that the student is not authorized to access.
 - Disable, bypass, or attempt to disable or bypass any system monitoring, filtering or other security measures.
 - Use any software or proxy service to obscure either the student’s IP address or the sites that the student visits
 - Using hacking tools on the network or intentionally introducing malicious code or viruses into ACE’s network.

Create unauthorized wireless networks to access ACE’s network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

Copyright and Plagiarism

- Copyrighted materials, trade secrets, proprietary information or other protected and controlled material shall not be stored or transferred using the ACE networks. Transmission of any material in violation of any U.S. or state regulation is prohibited.
- Software is protected by copyright, therefore students will not make unauthorized copies of software used or found at ACE, and students will not give, lend or sell copies of software to others.
- Students will not plagiarize words or information. Plagiarism is the taking of ideas, words, phrases, or writings of another and presenting them as if they were a student’s original work. This is a violation of ACE Policy.

Cyberbullying and Social Networking

- Technology may not be used to disturb or harass others in any way.

- To the greatest extent possible, harassment or unwanted or unsolicited contact by members of the school community is prohibited. Any community member who receives threatening or unwelcome communications should bring them to the attention of a teacher/administrator.
- Students may not create, send, access, or download material that is abusive, hateful, harassing, or sexually explicit.
- The creation of false online identities in order to mislead or cause malice is prohibited.
- When using social networking sites that identify a user as an ACE student, the student represents the ACE community and should not post anything compromising or that would impact the community negatively. Be aware that college admissions officers and employers often look at applicants' social networking sites.

No Expectation of Privacy

Students acknowledge that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by ACE and provided to students for educational purposes. ACE may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. ACE reserves the right to access stored computer records and communications, files, and other data stored on ACE equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of ACE equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

Consequences for Violating the Technology Use Agreement

Any violation of this Student Technology Use Agreement should be reported immediately to the Principal, the Technology Department, or any member of the ACE staff. Students in violation of the ACE Student Technology Use Agreement will be subject to any of the following:

- Loss of technology privileges and access to the ACE networks
- School disciplinary action, including suspension or expulsion
- Legal prosecution if in violation of applicable local, state, or federal laws

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the form at the end of this handbook to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. ACE encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Special Education

ACE's approach to educational support services is one of inclusion for a full spectrum of distinct learners. We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. ACE provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Charter School Special Education Local Plan Area ("SELPA"). These services are available for special education students enrolled at ACE. Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and shall receive special education services according to a written Individualized Education Plan ("IEP"). We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. ACE collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the Individuals with Disabilities Education Improvement Act (20 U.S.C. §§ 1400 et. seq) and relevant state law, ACE is responsible for identifying, locating, and evaluating children enrolled at ACE with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State. ACE shall not deny nor discourage any student enrollment due to a disability, if the placement is available.

Individualized Education Program ("IEP") Team Meetings

For students who are found eligible for special education, ACE shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

ACE shall also review, at the request of a student's general or special education teacher, the assignment of an individual with exceptional needs to his/her class and a mandatory meeting of the IEP team shall be convened if the review indicates a change to the student's placement, instruction, related services, or any combination thereof may be required. The Director of Student Services or their designee shall be responsible for completing the review within fifteen (15) school days of the teacher's request.

Non-Public Non Sectarian Services

ACE may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at ACE is not available. When entering into agreements with nonpublic, nonsectarian schools or agencies, ACE shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

ACE shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Resource Specialist Program

ACE shall employ or contract with certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to:

1. Providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for a majority of the school day. Students shall not be enrolled in a resource specialist program for the majority of the school day without approval of the IEP team;
2. Providing information and assistance to students with disabilities and their parents/guardians;
3. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members;
4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program;
5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team;
6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life; and
7. Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

ACE's resource specialist program shall be under the direction of a resource specialist who possesses:

1. A special education credential or clinical services credential with a special class authorization;
2. Three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing; and
3. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The principal shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or SELPA policy.

No resource specialist shall have a caseload which exceeds 28 students, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, Section 3100.

Transportation

Charter School shall ensure appropriate, no cost transportation services are provided for students with disabilities as specified in their IEP as a related service when required. The

specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan in coordination with their regular home-to-school transportation. Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. 571.222). ACE shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

The Principal or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Principal or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers or persons training the dogs.

ACE shall ensure that all school buses, school pupil activity buses, youth buses and child care motor vehicles are equipped with an operational child safety alert system. Charter School shall ensure that all buses are equipped with a passenger restraint system.

Information on the Number of Individuals with Exceptional Needs

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

Procedural Safeguards

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy. Please see <https://charterselpa.org/parent-resources/> for a copy of your procedural safeguards.

If you believe your child may be eligible for special education services, please contact Lucas Kelleher, Director of Student Services at lkelleher@acecharter.org or (408) 295-6008 to request a special education evaluation.

SECTION 504 POLICY

The Board of Directors of ACE recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulations have been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments¹³ that substantially limit one or more major life¹² activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The ACE’s Principal or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options.⁷ The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If ACE does not assess a student after a parent has requested an assessment, ACE shall provide notice of the parent’s/guardian’s procedural safeguards within fifteen (15) days. ACE shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated

with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. ACE shall periodically review the student's progress and placement.

ACE does not discriminate on the basis of disability or any other characteristic protected under law. ACE will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES

Referral, Assessment and Evaluation⁹ Procedures

1. ACE will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.⁸
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator¹⁴ who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. ACE has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
- a. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
 - b. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
8. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

504 Plan^{10 15 16}

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special

- education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
 5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
 6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
 7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
 8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
 9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
 10. ACE shall immediately implement a student's prior 504 Plan, when a student enrolls at ACE. Within thirty (30) days of starting school, ACE shall schedule a 504 Team meeting to review the existing 504 Plan. ACE shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Lucas Kelleher, Director of Student Services
ACE Charter Schools
1100 Shasta Avenue
San Jose, CA 95126

lkellher@acecharter.org | (408) 295-6008

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Principal or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with ACE or any district within the El Dorado County Charter SELPA or the Santa Clara County Office of Education any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, ACE may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and ACE. Alternative dispute resolution options include
 - Mediation by a neutral third party.

- Review of the 504 Plan by the Principal or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
 7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
 8. The parent/guardian and the School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
 11. ACE shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

Suspension and Expulsion, Special Procedures for Students with Disabilities

ACE shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 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. ACE will follow 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 ACE has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in 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. 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 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. 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, ACE, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If ACE, the parent, and relevant members of the 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 ACE, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that ACE had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP 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 ACE agree to a change of placement as part of the modification of the BIP.

If ACE, the parent, and relevant members of the 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 504 Plan, then ACE 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.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if ACE believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ACE, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and ACE agree otherwise.

4. Special Circumstances

ACE 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 U.S.C. § 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 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated ACE's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if ACE had knowledge that the student had a disability before the behavior occurred. ACE 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 ACE 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 ACE personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other ACE supervisory personnel.

If ACE 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 2004-eligible children with disabilities, including the right to stay-put. If ACE had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. ACE shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by ACE pending the results of the evaluation.

ACE shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have ACE advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education.¹¹ This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have ACE make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an

- evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by ACE.
 9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
 10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
 11. Obtain a response from ACE to reasonable requests for explanations and interpretations of your child's records.
 12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If ACE refuses this request for amendment, ACE shall notify you within a reasonable time and advise you of your right to an impartial hearing.
 13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
 14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
 15. File a formal complaint pursuant to ACE's Uniform Complaint Policy and Procedures. Please ask the Principal for a copy of ACE's Uniform Complaint Policy and Procedures if you need one.
 16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from ACE for exercising any of these rights. Please contact Lucas Kelleher, Director of Student Services, 504 Coordinator, c/o ACE Charter Schools, 1100 Shasta Ave, #250, San Jose, CA 95126 or by emailing lkelleher@acecharter.org or calling 408-295-6008 with any questions regarding the information contained herein.

Availability of Prospectus

Upon request, ACE will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, ACE may charge for the prospectus in an amount not to exceed the cost of duplication.

Student-Involved Assessment

How do we know what you are learning and measure your progress? We want all our students to produce excellent work. Our standards are high, and we want to prepare students to have strong options for college and beyond. Assessment of student work helps students and their families understand what the student has learned and how the student has progressed in the different subject areas. Because our courses are designed around compelling topics, learning targets, and projects, we assess student learning in a variety of ways.

What is student-involved assessment? At ACE, summative assessment (the goal of summative assessments is to evaluate student learning at the end of an instructional unit. Examples of summative assessments include a midterm exam, a final project, or a paper) results are used to engage, support, and hold students accountable for rigorous learning and growth. Teachers learn how to actively involve students in the assessment process through practices that support assessments of learning, evaluate student mastery through cycle benchmarks and assessments for learning through summative assessments.

Students at ACE will have regular opportunities to present their work to parents and others through PLPs during student-led conferences, and exhibitions of learning.

What is a student-led conference? Twice a year, students at ACE will prepare and present student-led conferences. As the name suggests this is an opportunity for each student to present their PLP and demonstrate growth to his/her parents or guardian. Each conference lasts approximately 30 minutes with 20 minutes being reserved for the student presentation, 5 minutes for questions and 5 minutes for feedback from the student's homeroom teacher.

What is an Exhibition of Learning? In addition to creating an annual portfolio, all students will also deliver an Exhibition of Learning ("EOL"). The purpose of the EOL is to share the student's project-based work with parents, teachers, administrators, invited guests, relatives and friends. Successful completion of the EOL is one of the mandatory components of their final grade.

Will I have tests and quizzes? Yes. To support your work during each course, students must learn specific knowledge and skills. They will be given tests and quizzes as one way of showing what they have learned and are able to do.

Which standardized tests will I take, when, and why? Students at ACE take the same district and state tests that all other California public school students take.

The School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress. Please see the section above on this specific assessment) In addition, ACE will also administer:

- **The English Language Proficiency Assessments for California ("ELPAC")** is given to all grades of students whose native language is other than English.
 - ELPAC Testing Window: February 1 – May 31

- **The California Standardized Test** in Science is given to 5th, 8th & 10th grades.
- **The Smarter Balanced Assessment** is a computer-adaptive test that allows students to demonstrate what they know. This assessment is based on Common Core State Standards (“CCSS”) for English Language Arts and Mathematics. Notwithstanding any other provision of law, a parent’s or guardian’s written request to the Principal to excuse his or her child from any or all parts of this state assessment shall be granted.
 - For grades 3-8 and 11
 - Smarter Balanced testing window is late April to May

Student attendance must always be a priority for learning. Students are highly discouraged from missing school during these testing windows.

When will I get Progress Reports, Report Cards and PLP’s? Progress Reports, Report Cards, or PLPs will be sent home or presented before or on the following dates:

- During Student Led Conferences in October
- December Break
- During Student-Led Conferences in February or March
- One week after the last day of school
- As outlined in a special education student’s IEP

How will I know if I have demonstrated growth? Progress reports will be sent home regularly, and the reports will detail areas of improvement and areas of strength. Through progress reports, students will have the opportunity to identify and address issues early.

What is ACE’s Vision of Growth for students? Students at ACE will demonstrate growth in all subjects, including English, Math, Science and History, by demonstrating one of the following:

- Make consistent progress towards passing with a 70% or above in the final cumulative semester report card for English, Math, Science, and History.
- 1.5 years of growth in English, Math, and Science as measured by the Northwest Evaluation Association (“NWEA”) pre- and post-tests each year.
- Have maintained an attendance rate above that of the school target of 96%.
- Have met or exceeded their personal goals set at the beginning of the school year for Proficiency levels in Math, English, G.P.A. and ACT (for high school students only).

Am I allowed to make up work? It is the student’s responsibility to consult with each of his/her teachers to make sure s/he is aware of all assignments. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one (1) day, then he or she will have one (1) day to make up any missed work.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades five, seven, nine, and eleven whose parents or guardians provide written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

CAL Grant Program Notice

ACE is required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or Parent, if the Student is under 18) has opted out by or by January 1.

ACE CHARTER SCHOOLS ADMISSION AND ATTENDANCE POLICIES

Academic Integrity Policy

Personal integrity is essential to a quality education and a healthy academic environment. The pursuit of excellence in education at ACE requires an atmosphere of academic honesty, as does the nature of our community. In our goal to help develop students' character and intellect, we strive to teach by example the importance of truth and trust in curricular, co-curricular and extracurricular activities. In order to create and maintain a strong sense of personal honor and integrity in the ACE community, every member should respect and support the philosophy and guidelines of the academic integrity policy.

Academic dishonesty includes, but is not limited to, the following:

- Copying, or allowing another student to copy the following: homework, vocabulary lessons, worksheets, essays, research papers, test answers, or lab reports that will be graded and/or require the Honor Pledge (we acknowledge that teachers may give permission to work cooperatively on some assignments).
- Having in your immediate possession unauthorized materials (e.g., cell phone, study notes, class notes, etc.) that could be of assistance during testing or another form of evaluation. It is the student's responsibility to remove all such material from close proximity to him/her during a test or another form of evaluation.
- Having material written on skin or clothing which is considered to be of assistance in completing a graded assignment.

Plagiarizing encompasses, but is not limited to, the following:

- Presenting as one's own, the works or the opinions of someone else without proper acknowledgement.
- Borrowing of the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgement through footnotes or endnotes.
- Some examples are: having a parent or another person write an essay or do a project which is then submitted as one's own work; using the Internet to locate prepared essays or papers to submit as original work AND/OR failing to use proper documentation and bibliography.

For a first time offense, the student may be allowed to redo the assignment, but cannot receive full credit. For all subsequent offenses, the student will receive "No Credit" on the assignment and will not have the opportunity to redo the assignment. If a student is caught cheating during an exam he or she will receive "No Credit" for the assessment and will not have the opportunity to retake the same exam.

Attendance Policy

All students are required to maintain 96% attendance to maintain their status as an ACE student (no more than six (6) unexcused absences in the school year). It is the legal responsibility of all parents and guardians to ensure regular school attendance. If a

student is absent, the student or parent/guardian must verify the reason for the absence for it to be considered excused, as described below. If the reason for the absence is not verified with the School office within three (3) school days after the student's return to school, the absence will be marked as an unexcused absence.

The Board of Directors of ACE Charter Schools adopted this Attendance Policy in recognition of the following:

- Attendance patterns often have a direct link with student achievement.
- Frequent absences hurt academic performance.
- California state law mandates that unless students have an excused absence as described below, they must be in school on time every day.

Excused absences shall be limited to the following:

1. Student illness with a note from a parent, guardian or healthcare professional (see Policy on Student Illness, below).
2. Quarantine under the direction of a county or city health officer.
3. Student medical, dental, optometric, or chiropractic appointments:
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Bereavement (for member of immediate family)
 - a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's household.
5. Observance of religious holiday or participation in religious instruction or exercises
 - a. The student shall be excused for this purpose on no more than four (4) school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from the doctor.
8. To permit the pupil to spend time with an immediate family who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of ACE.
9. For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302.
10. Attendance at the pupil's naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.

12. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code Section 48225.5.
13. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
14. Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Principal or designee pursuant to uniform standards established by the Board.
15. Authorized at the discretion of a school administrator based on the facts of the student's circumstances.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court.
2. Attendance at a funeral.
3. Attendance at religious retreats for no more than four (4) hours during a semester.
4. Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon a written request by parent and approval by the Principal or designee for no more than three (3) consecutive days.

For any of the above reasons, parents/guardians must notify their child's School office within three (3) days after the student's return to school. This notice must be provided to the main School office. **All other absences shall be considered unexcused including absences for family vacations and/or trips. Please be aware that all absences will remain unexcused until proper documentation is delivered to the main School office within three (3) school days after the student's return to school.**

Method of Verification of Attendance

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and

- e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification, pursuant with the Policy on Student Illness, below.
 - a. A note from a physician (or healthcare professional) is required for a continuous absence, in which the student is absent for three (3) or more consecutive school days, due to illness or injury.
 - b. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - c. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had five (5) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Student Truancy¹⁷ Policy

A student shall be identified as a truant at ACE when he/she:

1. Is absent without a valid excuse for three (3) or more school days (consecutive or nonconsecutive) in one school year; or
2. Is tardy on three (3) or more occasions in one school year (A "tardy" is defined as being absent for more than any 30-minute period during the school day without a valid excuse); or
3. Any combination of the above.

ACE will adhere to their protocols for handling truanancies. Some consequences that can be administered to the families of students who are truant include:

- Meeting with a school site administrator
- Shadowing the student for a day
- Additional academic supports be assigned, including before, after and weekend study programs
- Referrals to counseling services and or Parenting Workshops
- Home visits by school site personnel
- After school detention
- Attendance contract
- Student Retention
- Required school counseling
- Loss of Field Trip privileges
- Loss of School Event privileges
- Required remediation plan as set by the School administration

- Notification to the District Attorney pursuant to Education Code Section 48260.6.

Truancy notifications will be sent home to families by U.S. Mail or electronic mail, if provided, and in the home language indicated on the student's records, which shall provide notification of the legal statutes applying to student attendance, specific information related to the student's unexcused absences will also be included in the notice.

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by Executive Director or designee. In addition, the student's classroom teacher may also call home and/or ACE may send the parent an email notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from ACE notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to ACE. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #2 – Habitual Truant¹⁸ Classification Notice and Conference Request,**" notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, ACE will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting**" and the student will be referred to a Student Success Team (SST) and the School attendance review team ("SART").
5. The SART panel will be composed of a school administrator, teacher and or counselor. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss

appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.

The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

- a. Parent/guardian to attend school with the child for one day
- b. Student retention
- c. After school detention program
- d. Required school counseling
- e. Loss of field trip privileges
- f. Loss of school store privileges
- g. Loss of school event privileges
- h. Mandatory Saturday school
- i. Required remediation plan as set by the SART
- j. Notification to the District Attorney

The SART panel may discuss other school placement options.

Notice of action recommended by the SART will be provided in writing to the parent/guardian.

2. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from ACE, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.
3. For all communications set forth in this process, ACE will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update ACE with any new contact information.
4. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to ACE's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be

disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon ACE receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).

Policy on Student Illness

Repeated absences due to student illness are of great concern to the school. ACE is concerned for the child's health and welfare, the child's risk of falling behind in school, and the significant loss of state funding because of the child's absence from school. ACE wants to make sure that genuinely sick children get medical care when warranted.

1. All student illnesses are counted as unexcused absences unless the school receives a signed note from a parent, guardian, or healthcare professional verifying the illness.
2. Upon reaching five (5) unexcused or excused absences due to student illness within a semester period:
 - a. The student is required to submit a signed note from a healthcare professional to the School for all subsequent absences that semester.
 - b. If a signed note is not submitted, the student may be classified as a truant and referred to the protocol detailed above for trancies pursuant to this policy.
3. Any illness which results in a student missing three (3) or more consecutive school days shall be verified by a healthcare professional. Pursuant to this Policy, if a child is absent for five (5) or more consecutive days for illness without documented proof of attention from a healthcare professional, ACE will alert the local Child Protective Services ("CPS") to a case of possible neglect of medical needs.

Because regular attendance is demonstrative of the student and family's commitment to the student's education, perfect and regular attendance at ACE will be rewarded. Students will be recognized for perfect attendance at the end of each grading cycle, semester, and end of year. In order for students to be recognized for Perfect Attendance, they must meet the following criteria:

- No full-day or partial absences (including excused absences such as doctor's appointments)
- No tardies (including academic, intervention, and elective courses)

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first five (5) days of the school year, ACE will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify ACE of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an

unexcused absence by the fifth day of the school year will be disenrolled from the ACE roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in ACE.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year will receive a phone call reiterating the content of the letter.
4. ACE will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6th) day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon ACE receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. ACE will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend ACE and the disenrollment within thirty (30) days of the disenrollment.

Involuntary Removal Process

No student shall be involuntarily removed by ACE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with ACE's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until ACE issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to ACE's suspension and expulsion policy.

Upon parent/guardian request for a hearing, ACE will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of ACE's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If a parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent ACE from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney

It is ACE's intent to identify and remove all barriers to the student's success, and ACE will explore every possible option to address student attendance issues with the family. For any unexcused absence, ACE may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, ACE shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Late Policy

Students are expected to report to ALL classes on time every day. When students are late for class, (e.g., being absent for more than any 30-minute period during the school day without a valid excuse) they miss important instruction and assignments. Chronic lateness¹⁹ (which is classified as being absent from school for more than 30-minutes during the school day without a valid excuse for 10 percent or more of the school days in one (1) school year, from the date of enrollment to the current date) to school and/or class will result in disciplinary action. Students are required to make up any work missed due to lateness. Lateness will be tracked and communicated consistent with the Attendance Policy.

Missed and Make-up Work Policy

Students will be required to make up any missed work due to absences or early dismissals. Teachers will provide students with specific guidelines for completion of make-up work. Faculty are not required to provide make-up work for students who were either in school and chose not to complete assignments or for students who had a series of unexcused absences. Completing those assignments will support student progress in the course but may result in fewer opportunities to show evidence of understanding the content, and therefore, require repeating a course.

Hall Pass Policy

Students are prohibited from being in the hallways during class time. With the teacher's approval, hall passes can be given to students 15 minutes after class begins and up to 15 minutes before class ends. Hall passes are used when students need to go to the bathroom or to the main office.

Transportation

All parents/families are responsible for the transportation of their child to and from ACE. In addition, parents must provide contact information and identification information for any person authorized to pick up their student.

Picking Up Children

Any person who comes to pick up a student must be listed on the emergency card of that child. No student will be dismissed to any person who is not listed on the child's emergency card unless the student's parent/guardian notifies the School's front office and identifies the adult who has permission to pick up the student on that day after verifying his/her identification. This notice may be made via the telephone or email.

For safety reasons, no student may leave campus with anyone who is not at least 18 years of age and who is not listed as an emergency contact in the main office unless the school's front office is previously notified as explained above. Parents must inform the office if a child has permission to walk home. To protect the safety of our students, they will only be permitted to leave School on their own if parents/guardians have provided a written authorization to the main office.

Early Departures

Parents who need to pick up their children early must first report to the School office to sign the child out. No students will be dismissed from the classroom without a note or phone call from the office. The note must be brought to the office before period 1 and the School office staff will contact the parent or guardian to verify the note. The office staff will then notify the student's teachers/advisor and give the student an early dismissal pass to show to their teacher at the time of early dismissal. All students must sign out at the front desk before leaving the building with an early dismissal. Please note that if a student misses more than three (3) hours of the school day, s/he will be counted absent for the full day.

Dress Code Policy

The goal of ACE is to help low-achieving students change their academic trajectory and accelerate them toward proficiency as a stepping-stone to college. This preparation is not only academic, but also extends to all aspects of their daily lives. In pursuit of that goal, we have designed a dress code policy to reflect our norms of professionalism, which contribute to life-long success. Our dress code 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 dress at all times. Any article of clothing that distracts the learning environment will be confiscated and returned to the student's parent/guardian.

ACE will provide all new students with one (1) free ACE polo shirt. The goals of the dress code policy are as follows:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

The student dress code at ACE consists of:

- Polo shirt in the School's selected colors (as documented, below). Students may wear ACE polo shirts, or a solid color polo shirt with no design or logo.
- Pants or capris – appropriately sized in the School's selected color(s) (as documented, below), with no designs whatsoever on the pants/capris. Pants/capris must sit at the hips.

- Skirts, skorts, or shorts - appropriately sized in the School's selected color(s) (as documented, below), and must reach the knee.
- Belts must be solid black leather or cloth with no design on belt or buckle.
- Sweatshirt in solid black/white/grey sweatshirt.
- College and/or University sweatshirts are allowed on School's designated day(s).
- Backpack (no blue, red, or logos, other than the logo of the backpack manufacturer, allowed)

Colors vary by School. For your reference, please see table below:

School Site	School Color(s)
ACE Empower Academy	<p>Bottoms: Khaki pants, shorts, skirts, or skorts</p> <p>Tops: Black polo & Yellow polo</p> <p>Outerwear: Black, Grey, White, or any college sweaters</p>
ACE Esperanza Middle School (Formerly ACE Franklin-McKinley)	<p>Bottoms: Khaki or Black pants, shorts, skirts, skorts</p> <p>Tops: Black polo, Yellow polo, & Grey polo</p> <p>Outerwear: Black, Grey, or any college sweaters</p>
ACE Charter High School	<p>Bottoms: Black pants, shorts, skirts, skorts</p> <p>Tops: Black polo, White polo, Grey polo, & Purple polo</p> <p>Outerwear: Black, Grey, White, or any college sweaters</p>
ACE Inspire Academy	<p>Bottoms: Black pants, shorts, skirts, skorts</p> <p>Tops: Purple polo & Black polo</p> <p>Outerwear: Black, Grey, White, or any college sweaters</p>

ACE has secured different options for families to purchase their polo shirts. Vendors are invited to sell at various campus community events. If you are unable to find your School's polo colors at your local store, you may visit this store location:

Merry Mart Uniforms
 33 Washington Street
 Santa Clara, CA
 (408) 296-0423

The following items are NOT allowed at ANY time:

- Distracting jewelry or piercings (hoop earrings larger than 1 inch in diameter)
- Distracting make up
- Head coverings of any kind (unless excused by a medical professional through written notice from the student's medical professional, parent, or guardian which must be previously provided to the Principal, or for religious purposes)
- Pants/capris and/or skirts/shorts that are oversized or sagging
- Nike Cortez and classic Reebok tennis shoes or predominantly red or blue tennis shoes
- Open toed shoes or sandals
- Red or blue accessories (shoelaces, bracelets, necklaces, hair ties, etc.)

Administration has the discretion to deem any part of the student's dress to be inappropriate and will ask parents to bring appropriate clothing attire to the school.

Parents/guardians/family members will be contacted and will be asked to bring a change of clothes for their student before s/he is allowed to go to class. Any confiscated items must be picked up by a parent after or before school.

Free Dress

(Note: Application of the free dress policy may vary from school to school)

Free dress is an earned privilege and is authorized by administration only. If Free Dress is earned, it will be announced at the end of the prior school day. When students earn free dress, they must comply with the following guidelines:

- No sagging or oversized pants
- Shirts must be an appropriate length
- No tube tops or thin straps or any garments that reveal undergarments
- No articles of clothing or accessories with any red or blue
- No distracting jewelry (hoop earrings larger than 1 inch in diameter)
- No distracting makeup
- No head coverings of any kind (unless excused by a medical professional through written notice from the student's medical professional, parent, or guardian which must be previously provided to the Principal, or for religious purposes)
- No clothing, jewelry, accessories, or hairstyles which are or include picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

School staff will always have the discretion to determine the appropriateness of any item of apparel brought to school by any student.

Personal Belongings:

To maintain an environment conducive to learning, students are not allowed to have items at school that will distract from the academic tasks at hand. Prohibited items include but are not limited to:

Gum	Candy
Soda	Any illegal substance
Weapons and toy weapons	Stuffed animals or dolls
Handheld video games or any other electronic toys	Radio or Walkman or MP3 Player
Cash – more than \$20.00	Distracting Jewelry (hoop earrings larger than 1 inch in diameter)
Cell phones or other electronic devices turned on or outside backpack during school day	No articles of clothing or accessories with any red or blue

If students are found on campus in possession of any prohibited items, said items will be confiscated and appropriate disciplinary action will be taken. Depending on the item confiscated, a parent/guardian will have to come to campus to retrieve said item before or after school. If a student is caught on campus with a prohibited item more than once, said item may be returned to parents/guardians on the last day of the school year. In the case of items such as cell phones, cash, electronic toys or other prohibited items, **ACE is not responsible for replacing any lost or stolen items.**

If a student willfully damages the Charter School’s property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student’s parent or guardian in writing of the student’s alleged misconduct and affording the student due process, Charter School may withhold the student’s grades, transcripts, and diploma until the damages have been paid. If the student and the student’s parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student’s grades and diploma will be released.

Suspension and Expulsion Policies and Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at ACE. In creating this policy, ACE has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* ACE is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ACE's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

ACE administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these policies and procedures are available upon request at the Principal, Executive Director, or designee's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom ACE has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of

the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. ACE will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom 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. ACE shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

No student shall be involuntarily removed by ACE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent, guardian or educational rights holder requests a hearing, ACE shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until ACE issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be ground for suspension or expulsion as enumerated below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses:

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person
- b. Willfully used force or violence upon the person of another, except self-defense

- c. Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
- e. Committed or attempted to commit robbery or extortion
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to pupils in any of grades 9 to 12, inclusive.
- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or 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.

- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises

average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ACE.

2. "Electronic Act": means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1), above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1), above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is

- identifiable from the photograph, visual recording, or other electronic act.
- b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2), above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) (a)-(b).
 - w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.

2. Non- Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

3. Discretionary Expellable Offenses:

Students may be expelled for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.

- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- m. 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.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q. 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.
- r. 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.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including,
 - but not limited to, bullying committed by means of an electronic act
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or

students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ACE.

2. "Electronic Act: means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in subparagraph (1), above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1), above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 3. Notwithstanding subparagraphs (1) and (2), above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. 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 (3) (a)-(b).
- v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.

4. Non -Discretionary Expellable Offenses:

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

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

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

The term "firearm" means:

- 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
- The frame or receiver of any such weapon
- Any firearm muffler or firearm silencer

- Any destructive device. Such term does not include an antique firearm.

The term “destructive device” means:

- Any explosive, incendiary, or poison gas, including but not limited to
 - Bomb
 - Grenade
 - Rocket having a propellant charge of more than four ounces
 - Missile having an explosive or incendiary charge of more than one-quarter ounce
 - Mine
 - Device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, Executive Director, or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, Executive Director, or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the

parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal, Executive Director, or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when ACE has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal, Executive Director, or designee upon either of the following:

1. The pupil's presence will be disruptive to the education process
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

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the ACE Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of ACE's Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal, Executive Director, or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing
2. A statement of the 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 ACE to any other school district or school to which the student seeks enrollment
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

ACE may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by ACE 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 entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, ACE must present evidence that the witness' presence is both desired by the witness and will be helpful to ACE. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

I. Written Notice to Expel

The Principal, Executive Director, or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with ACE.

The Principal, Executive Director, or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. ACE shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from ACE shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to 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 Board following a meeting with the Principal, Executive Director, or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal, Executive Director, or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon ACE's capacity at the time the student seeks readmission.

O. Notice to Teachers

ACE shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within ACE's board adopted Attendance Policy for truancy and only after ACE follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a Parent/Guardian/Educational Rights Holder to request a hearing prior to any involuntary removal.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of El Dorado County Charter School Special Education Local Plan Area (SELPA)

ACE shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student

who ACE or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative 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, ACE, 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:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If ACE, 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 ACE, 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:

- Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that ACE had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- 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
- Return the child to the placement from which the child was removed, unless the parent and ACE agree to a change of placement as part of the modification of the behavioral intervention plan.

If ACE, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in

question was not a direct result of the failure to implement the IEP/504 Plan, then ACE may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ACE believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ACE, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and ACE agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if ACE believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may:

- return a child with a disability to the placement from which the child was removed; or
- order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

The Principal, Executive Director, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function

- 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
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 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 IDEA and who has violated ACE's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ACE had knowledge that the student was disabled before the behavior occurred.

ACE shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- 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.
- The parent has requested an evaluation of the child.
- 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 ACE 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 ACE had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. ACE shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by ACE pending the results of the evaluation.

ACE shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ACE CHARTER SCHOOLS HEALTH AND WELLNESS POLICIES

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. The School does not have the capacity to watch over and care for ill children. It is necessary to have updated emergency contact numbers on file in the School office in case no one can be contacted at home.

Please be sure that the School has up to date contact and health information. If your child has needs we do not know about, we cannot provide for those needs. If your child has an emergency, we must be able to reach you.

Concussion Management Plan

California law requires a school, if it offers an athletic program, to develop a concussion management plan that outlines the protocol in the event that a student is suspected of sustaining a concussion or head injury.

At ACE, any player who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion or balance problems) shall be immediately removed from the game, practice, or scrimmage and shall not return to play until evaluated by, and receives written clearance from, a licensed health-care professional. A concussion is a traumatic brain injury that interferes with normal brain function. An athlete does not have to lose consciousness to have suffered a concussion.

Common symptoms of concussion include: headache, fogginess, difficulty concentrating, easily confused, slowed thought processes, difficulty with memory, nausea, lack of energy, dizziness or poor balance, blurred vision, sensitive to light and sounds, mood changes, irritable, anxious or tearful.

Note that:

- Any athlete suspected of having a concussion shall be immediately removed from the athletic activity for the remainder of the day and shall be evaluated by an appropriate licensed health-care professional that day.
- The athlete shall not be permitted to return to the athletic activity until he or she receives written clearance to return to the athletic activity from a licensed health care provider.
- If the licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven (7) days in duration under the supervision of a licensed health care provider.
- On an annual basis, a concussion and head injury information sheet shall be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest

ACE is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at ACE must review the information sheet on SCA via the link below and attached to this Handbook. For more information visit: <https://www.cde.ca.gov/pd/ca/pe/scaprevention.asp> and <https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf>.

Mental Health Services

ACE recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at ACE and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources available to your child:

Available on Campus:

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact a school administrator by making an appointment with the front office to request a meeting.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Office Manager of the school.

Available in the Community:

- Santa Clara County Behavioral Health Services – Mental Health Service Call Center is the centralized entry point for individuals who are seeking behavioral health services in Santa Clara County. For more information call (800) 704-0900 or visit their webpage: <https://www.sccgov.org/sites/bhd/Pages/home.aspx>
- Uplift Family Services typically addresses both mental health and basic needs, including food and clothing. The biggest behavioral health needs include depression, anxiety, suicidality, substance abuse, school bullying, behavioral issues and parenting skills. For more information call (877) 41-CRISIS or visit their webpage: <https://upliftfs.org/>

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Youth Suicide Prevention Policy

The Board of Directors of ACE Charter Schools recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with ACE and community stakeholders, ACE school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating ACE’s strategies for suicide prevention and intervention. ACE must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, ACE shall appoint an individual (or team) to serve as the suicide prevention point of contact for ACE. The suicide prevention point of contact for ACE and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

ACE, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- i. Youth affected by suicide;
 - ii. Youth with a history of suicide ideation or attempts
 - iii. Youth with disabilities, mental illness, or substance abuse disorders
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care
 - vi. Youth who have suffered traumatic experiences
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health;
 - b. Common misconceptions about suicide;
 - c. Charter School and community suicide prevention resources;
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - e. The factors associated with suicide (risk factors, warning signs, protective factors);
 - f. How to identify youth who may be at risk of suicide;
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on ACE guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on ACE guidelines;
 - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - j. Responding after a suicide occurs (suicide postvention);
 - k. Resources regarding youth suicide prevention;
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

Employees of ACE must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated

with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the ACE Web page and included in the parent handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, ACE along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with ACE and is characterized by caring staff and harmonious interrelationships among students.

ACE's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

ACE's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:

- a. Coping strategies for dealing with stress and trauma.
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding ACE's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

ACE will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Intervention and Emergency Procedures

ACE designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Psychologist
2. Director or Student Services

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Director of Student Services or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at ACE or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, ACE shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, ACE may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at ACE.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the ACE campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in ACE's safety plan. After consultation with the Director of Student Services or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Director of Student Services or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. ACE staff may receive assistance from ACE counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the ACE campus and unrelated to school activities, the Director of Student Services or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like ACE to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for reintegration to school. Reintegration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in ACE activities to notify a teacher, the Director of Student Services, another ACE administrator, psychologist, ACE counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. ACE staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. ACE shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Director of Student Services to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact the deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment.
 - b. Talking points for staff to notify students.
 - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify a media spokesperson if needed.

10. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
- b. Support siblings, close friends, teachers, and/or students of deceased.
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline and the National Domestic Violence Hotline on all student identification cards. ACE will also include the number for the Crisis Text Line and a local suicide prevention hotline on all student identification cards.

Contacting the School

Students and parents/guardians are encouraged to use the school phone number for questions, concerns, or emergencies.

Phone Policy:

ACE's phone policy is as follows:

1. Use the numbers provided within the school directory for homework questions and emergencies only, unless otherwise instructed by the staff member.
2. At times, a teacher may request to return your call at another time or from a different phone. Please be flexible.
3. Teachers are aware that students may call them after the school days ends. Please attempt to reach them during the hours between 4pm-7pm Monday – Friday. If you need to contact any ACE staff member Saturday or Sunday, please leave a message, and he or she will return your phone call at their earliest convenience.
4. Staff members will be available during vacations at their own discretion. Students and families will be notified of teachers' availability prior to school breaks/vacations.
5. In case of an emergency, students may call the Principal, Assistant Principal, Director of Student Services or any other Administrative Staff.

Phone Expectations

When calling staff members, it is important that students and parents/guardians leave relevant information should the staff member not be available at that moment to answer the call. A sample voicemail message is provided below:

- Hello (name of staff member). My name is (first and last name).
- My phone number is (area code plus the phone number).
- I have a question about (...my homework, the assignment in math, the field trip, etc.).
- My question is: (...what is your question?).

- Again, my name is (first and last name) and my phone number is (area code plus the phone number).
- Thank you.

The staff member will return the call as soon as possible. Please do not call repeatedly. Call only once and leave a message.

Teacher Qualifications

Parents may request information regarding the professional qualifications of their children's teachers or look up the professional qualifications of their children's classroom teacher using the following link to the California Commission on Teacher Credentialing website.

<http://www.ctc.ca.gov/>

Human Rights Policy

ACE brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. ACE 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 wishes to stress that it is the responsibility of every member of the ACE 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 community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, discharge from school.

Animal Dissections

Students at the ACE may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Nondiscrimination Statement

ACE is nonsectarian in its programs, admissions policies, employment practices, and all other operations. ACE does not charge tuition and does not discriminate on the basis of actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, citizenship, immigration

status, pregnancy or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. The lack of English language skills will not be a barrier to admission or participation in the school's programs or activities.

ACE does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

ACE does not request nor require student records prior to a student's enrollment.

ACE shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

ACE adheres to all provisions of federal law related to students with disabilities, including but not limited to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"). ACE is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex), Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disability Act of 1990 ("ADA") (mental or physical disability), The Age Discrimination in Employment Act of 1967, The Age Discrimination Act of 1975, the IDEA, Section 504 and Title II of the ADA (mental or physical disability).

ACE prohibits sexual harassment and harassment, including cyber sexual bullying and harassment, based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, citizenship or immigration status, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

ACE does not condone or tolerate harassment of any type, including bullying, including cyber sexual bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which ACE does business, or any other individual, student, or volunteer. ACE prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. ACE will promptly and

thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Any inquiries regarding this nondiscrimination policy or the filing of discrimination/harassment complaints may be directed to the UCP Compliance Officer:

Rosie Bravo
Director of Human Resources and Compliance
1100 Shasta Avenue
San Jose, CA 95126
408-295-6008

Child Neglect and Abuse

All school personnel are mandated reporters. Therefore, School staff are required by law to report any suspected child abuse and/or neglect immediately to the Santa Clara County Department of Family and Children's Services ("DFCS") for investigation. These reports are confidential and staff cannot provide any specific information regarding reports to parents or guardians.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the neglect and abuse hotline is also a misdemeanor. ACE shall provide mandated reporter training to all employees annually.

Gun-Free Schools Act

ACE shall comply with the federal Gun-Free Schools Act.

Pregnant and Parenting Students

ACE recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. ACE will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of high school instruction in ACE if it

is necessary in order for the pupil to be able to complete any graduation requirements, unless ACE determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of ACE. The complaint may be filed in writing with the compliance officer:

Rosie Bravo
Director of Human Resources and Compliance
1100 Shasta Avenue
San Jose, CA 95126
408-295-6008

A copy of the UCP is available upon request at the main office and within this Handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying²¹ are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, ACE prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, ACE will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. ACE

school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, ACE will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which ACE does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. ACE will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Rosie Bravo
Director of Human Resources and Compliance
rbravo@acecharter.org (408) 295-6008

Prohibited Unlawful Harassment²⁰ under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by ACE.

ACE is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

1. Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individuals conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or
3. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

1. Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
3. Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

The following types of Bullying are prohibited within ACE schools:

1. Bullying
2. Cyberbullying²³
3. Electronic Act²⁴

Bullying and Cyberbullying Prevention Procedures

ACE has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

ACE advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

ACE informs Charter School employees, students, and parents/guardians of ACE's policies regarding the use of technology in and out of the classroom. ACE encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

ACE employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. ACE advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at ACE and encourages students to practice compassion and respect each other.

ACE educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

ACE's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

ACE informs ACE employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

ACE annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other ACE employees who have regular interaction with pupils.

ACE informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

ACE also informs certificated employees about the groups of students determined by ACE, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

ACE encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for ACE’s students.

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Rosie Bravo
Director of Human Resources and Compliance
rbravo@acecharter.org (408) 295-6008

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official

reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

ACE acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

ACE prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of ACE, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, the Coordinator or administrative designee, will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment, discrimination, intimidation or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

5. Right of Appeal

Should the reporting individual find the Coordinator’s resolution unsatisfactory, the reporting individual may follow the Dispute Resolution Process found in this Student/Family Handbook.

A copy of the form can be found below. Information about this Policy can also be found on the School’s website at: <https://www.acecharter.org/ace-documents/>.

**TITLE IX, Harassment, Intimidation, Discrimination & Bullying
Complaint Form**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a Complaint Against: _____

List any Witnesses that were Present: _____

Where did the Incident(s) Occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize ACE to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

2020-2021 Commitment to Success Contract

My signature below indicates that I understand and support all of the policies described in this Student and Family Handbook.

PARENTS’/GUARDIANS’ COMMITMENT

We fully commit to ACE CHARTER SCHOOLS and to our student’s education in the following ways:

- We will support and adhere to the School’s attendance and tardy policy described in this Handbook.
- We will support and adhere to the School’s discipline policy described in this Handbook.
- We will support and adhere to the School’s homework policy described in this Handbook.
- We will support and adhere to the School’s uniform/dress code policy described in this Handbook.

Failure to adhere to these commitments can cause my child to lose various ACE CHARTER SCHOOLS privileges, and can lead to suspension, expulsion, and/or involuntary removal consistent with School policy and procedures.

Parent/Guardian Name	Parent/Guardian Signature	Date
Parent/Guardian Name	Parent/Guardian Signature	Date

STUDENTS’ COMMITMENT

I fully commit to ACE CHARTER SCHOOLS and to my education in the following ways:

- I will follow the School’s attendance and tardy policy as described in this Handbook and will come to school every day, on time, ready and willing to learn.
- I will follow the School’s discipline policy as described in this Handbook and I will demonstrate the core values of respect, pride, and *ganás* at all times around all students, staff, and other adults at ACE.
- I will follow the School’s homework policy as described in this Handbook, and I will ask for help from my family, teachers, and other ACE staff when I need it.
- I will follow the School’s uniform/dress code policy as described in this Handbook and will demonstrate pride in my uniform at all times.

Failure to adhere to these commitments can cause me to lose various ACE CHARTER SCHOOLS privileges, and can lead to suspension, expulsion, and/or involuntary removal consistent with School policy and procedures.

Student Name	Grade	Student Signature	Date

Please sign and return to your homeroom teacher. Thank You.

Technology Acceptable Use Agreement

As a user of ACE technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension. I understand that if a student willfully damages ACE's property, including but not limited to ACE's technology, equipment and networks, or fails to return ACE's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, ACE will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code 48904).

Student Name (please print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

Glossary

In accordance with California law, ACE follows the following definitions. These can be found throughout the handbook, marked with the number associated with here within the glossary.

Terms Located within “Authorized Comprehensive Sexual Health Education”

1. *“Age appropriate”*– topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
2. *“Comprehensive sexual health education”*– education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
3. *“English Learner”*– a pupil who is “limited English proficient” as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
4. *“HIV prevention education”*– instruction on the nature of human immunodeficiency virus (“HIV”) and acquired immunodeficiency syndrome (“AIDS”), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
5. *“Instructors trained in the appropriate courses”*– instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.
6. *“Medically accurate”*– verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

Terms located within “Section 504 Procedures”

7. *“Academic Setting”*– the regular, educational environment operated by ACE
8. *“Individual with a Disability under Section 504”*– An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
9. *“Evaluation”*– procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an

individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

10. “504 Plan”– is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
11. “Free Appropriate Public Education” (FAPE)– the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
12. “Major Life Activities”– Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
13. “Physical or Mental Impairment”–
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
14. “504 Coordinator”– The Director of Student Services, Lucas Kelleher, shall serve as ACE’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at 408-295-6008.
15. “Has a record of such an impairment”– means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
16. “Is regarded as having an impairment “– means
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived

physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

Terms Located Within “Student Truancy Policy”

17. “*Truancy*”– Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse on three occasions or tardy for more than 30 minutes in a school day on three occasions in one school year is a truant and will be reported to the Office Manager, the Principals or School Site Administrator.

18. “*Habitual Truant*”– Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

19. “*Chronic Truant*”– Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

Terms located within “Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy”

20. “*Prohibited Unlawful Harassment*”–

- a. Verbal conduct such as epithets, derogatory jokes or comments or slurs
- b. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school or work because of sex, race or any other protected basis
- c. Retaliation for reporting or threatening to report harassment
- d. Deferential or preferential treatment based on any of the protected classes above

21. “*Bullying*”- Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

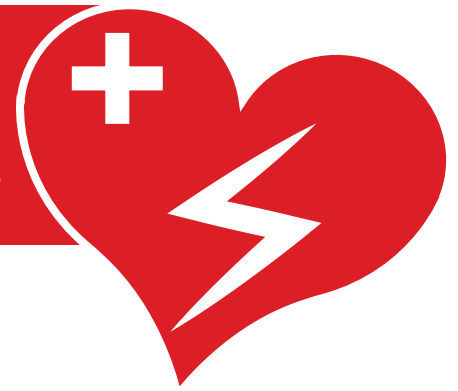
- a. Placing a reasonable pupil²² or pupils in fear of harm to that pupil’s or those pupils’ person or property.

- b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
 - d. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ACE.
22. *“Reasonable pupil”*– a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
23. *“Cyberbullying”*– an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.
24. *“Electronic act”*– the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. An act of “Cyber sexual bullying” including, but not limited to:
 - i. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- ii. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- d. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Cardiac Arrest: An Important Public Health Issue



Cardiac arrest is a public health issue with **widespread incidence** and **severe impact** on human health and well-being. There are several recommended **strategies for prevention** and control.

⚡ Incidence



In 2015, approximately **357,000** people experienced out-of-hospital cardiac arrest (OHCA) in the United States.

⚡ Impact

Mortality:
70%–90%



Approximately 70%–90% of individuals with OHCA die before reaching the hospital.



Approximately **209,000** people are treated for in-hospital cardiac arrest (IHCA) each year.



Morbidity: Those who survive cardiac arrest are likely to suffer from injury to the brain and nervous system and other physical ailments. Additionally, nearly half of OHCA survivors suffer psychological distress such as anxiety, post traumatic stress disorder, and depression.

⚡ Economic Impact



Societal Cost: The estimated burden to society of death from cardiac arrest is 2 million years of life lost for men and 1.3 million years for women, greater than estimates for all individual cancers and most leading causes of death.

⚡ Prevention



Early intervention by CPR and defibrillation: Early, high-quality CPR, including compression only CPR, and use of automated external defibrillators (AEDs) immediately following cardiac arrest can reduce morbidity and save lives.



Clinical prevention: For patients at high risk, implantable cardioverter defibrillators and pharmacologic therapies can prevent cardiac arrest.



Other early interventions: Depending on the cause of the cardiac arrest, other interventions such as cold therapy and administering antidote to toxin-related cardiac arrest can reduce mortality and long-term side effects.



What Is Public Health's Role in Cardiac Arrest?

The public health community can implement strategies to prevent and control cardiac arrest. Making progress will require engagement and collaboration between CDC and key partners, including national partners, state programs, researchers, and many others.

Public Health Strategies:

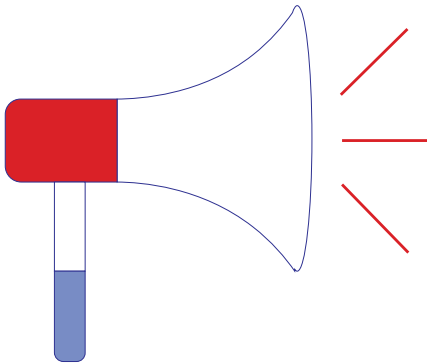


Improved Surveillance

Directing effective cardiac arrest programs requires monitoring of trends over time and across environmental conditions. Improved surveillance could enhance our ability to identify and compare incidence rates, effective treatments, and groups at elevated risk.

Proposed or promising approaches include the following:

- ⚡ Develop and implement unique diagnostic codes for out-of-hospital cardiac arrest (OHCA) and in-hospital cardiac arrest (IHCA).
- ⚡ Classify OHCA and its outcomes as reportable events.
- ⚡ Support a national registry.

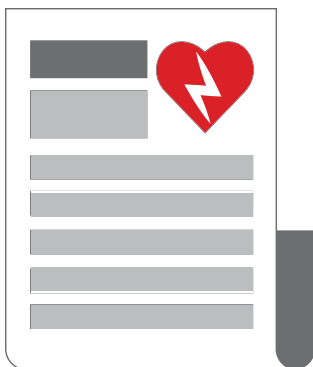


Increasing Public Awareness of Cardiac Arrest, CPR, and AED

Advocacy groups have called for a "culture of action" surrounding cardiac arrest that would require widespread public awareness.

Proposed or promising approaches include the following:

- ⚡ Raise awareness about the difference between cardiac arrest and heart attack.
- ⚡ Educate the community on CPR and AED use.
- ⚡ Dispell common myths that cause bystanders to delay intervening in sudden cardiac arrest.



Encouraging Public Access Defibrillation (PAD) Policies that Promote Effective Use of AEDs

Efforts are needed to improve the availability of AEDs, public awareness of their locations, and access to them.

Proposed or promising approaches for AED placement include the following:

- ⚡ Schools
- ⚡ Casinos
- ⚡ Sports facilities
- ⚡ Airports
- ⚡ Churches



CIF Concussion Information Sheet

Why am I getting this information sheet?

You are receiving this information sheet about concussions because of California state law AB 25 (effective January 1, 2012), now Education Code § 49475:

1. *The law requires a student-athlete who may have a concussion during a practice or game to be removed from the activity for the remainder of the day.*
2. *Any student-athlete removed for this reason must receive a written note from a physician trained in the management of concussion before returning to practice.*
3. *Before a student-athlete can start the season and begin practice in a sport, a concussion information sheet must be signed and returned to the school by the student-athlete and the parent or guardian.*

[Every 2 years all coaches are required to receive training about concussions (AB 1451), sudden cardiac arrest (AB 1639), and heat illness (AB 2500), and certification in First Aid training, CPR, and AEDs (life-saving electrical devices that can be used during CPR)].

What is a concussion and how would I recognize one?

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person.

Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion (see back of this page) may show up right after the injury or can take hours to appear. If your child reports any symptoms of concussion or if you notice some symptoms and signs, seek medical evaluation from your team's athletic trainer and a physician trained in the evaluation and management of concussion. If your child is vomiting, has a severe headache, or is having difficulty staying awake or answering simple questions, call 911 for immediate transport to the emergency department of your local hospital.

On the CIF website is a **Graded Concussion Symptom Checklist**. If your child fills this out after having had a concussion, it helps the physician, athletic trainer or coach understand how they are feeling and hopefully will show improvement over time. You may have your child fill out the checklist at the start of the season even before a concussion has occurred so that we can understand if some symptoms such as headache might be a part of their everyday life. We call this a "baseline" so that we know what symptoms are normal and common for your child. Keep a copy for your records, and turn in the original. If a concussion occurs, your child can fill out this checklist again. This Graded Symptom Checklist provides a list of symptoms to compare over time to follow your child's recovery from the concussion.

What can happen if my child keeps playing with concussion symptoms or returns too soon after getting a concussion?

Athletes with the signs and symptoms of concussion should be removed from play immediately. There is NO same day return to play for a youth with a suspected concussion. Youth athletes may take more time to recover from concussion and are more prone to long-term serious problems from a concussion.

Even though a traditional brain scan (e.g., MRI or CT) may be "normal", the brain has still been injured. Animal and human research studies show that a second blow before the brain has recovered can result in serious damage to the brain. If your athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences.

There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

Signs observed by teammates, parents and coaches include:

- | | |
|--|---|
| <ul style="list-style-type: none">• Looks dizzy• Looks spaced out• Confused about plays• Forgets plays• Is unsure of game, score, or opponent• Moves clumsily or awkwardly• Answers questions slowly | <ul style="list-style-type: none">• Slurred speech• Shows a change in personality or way of acting• Can't recall events before or after the injury• Seizures or "has a fit"• Any change in typical behavior or personality• Passes out |
|--|---|

Symptoms may include one or more of the following:

- | | |
|--|--|
| <ul style="list-style-type: none">• Headaches• "Pressure in head"• Nausea or throws up• Neck pain• Has trouble standing or walking• Blurred, double, or fuzzy vision• Bothered by light or noise• Feeling sluggish or slowed down• Feeling foggy or groggy• Drowsiness• Change in sleep patterns | <ul style="list-style-type: none">• Loss of memory• "Don't feel right"• Tired or low energy• Sadness• Nervousness or feeling on edge• Irritability• More emotional• Confused• Concentration or memory problems• Repeating the same question/comment |
|--|--|

What is Return to Learn?

Following a concussion, students may have difficulties with short- and long-term memory, concentration and organization. They may require rest while recovering from injury (e.g., limit texting, video games, loud movies, or reading), and may also need to limit school attendance for a few days. As they return to school, the schedule might need to start with a few classes or a half-day. If recovery from a concussion is taking longer than expected, they may also benefit from a reduced class schedule and/or limited homework; a formal school assessment may also be necessary. Your school or physician can help suggest and make these changes. Students should complete the Return to Learn guidelines, successfully returning to a full school day and normal academic activities, before returning to play (unless your physician makes other recommendations). Go to the CIF website (cifstate.org) for more information on Return to Learn.

How is Return to Play (RTP) determined?

Concussion symptoms should be completely gone before **returning to competition**. A RTP progression is a gradual, step-wise increase in physical effort, sports-specific activities and then finally unrestricted activities. If symptoms worsen with activity, the progression should be stopped. If there are no symptoms the next day, exercise can be restarted at the previous stage.

RTP after concussion should occur only with medical clearance from a physician trained in the evaluation and management of concussions, and a step-wise progression program monitored by an athletic trainer, coach, or other identified school administrator. Please see cifstate.org for a graduated return to play plan. *[AB 2127, a California state law effective 1/1/15, states that return to play (i.e., full competition) must be **no sooner** than 7 days after the concussion diagnosis has been made by a physician.]*

Final Thoughts for Parents and Guardians:

It is well known that students will often not talk about signs of concussions, which is why this information sheet is so important to review with them. Teach your child to tell the coaching staff if they experience such symptoms, or if they suspect that a teammate has had a concussion. You should also feel comfortable talking to the coaches or athletic trainer about possible concussion signs and symptoms that you may be seeing in your child.

References:

- American Medical Society for Sports Medicine position statement: concussion in sport (2013)
- Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Berlin, October 2016
- <https://www.cdc.gov/traumaticbraininjury/PediatricmTBIGuideline.html>
- <https://www.cdc.gov/headsup/youthsports/index.html>



**Believe. Belong. Become.
Creer. Pertenecer. Lograr.**

Employee Handbook

2020-2021 AY

Table of Contents

I.	INTRODUCTION.....	4
II.	HIRING POLICIES AND PROCEDURES.....	5
	A. EMPLOYMENT AT-WILL.....	5
	B. EQUAL EMPLOYMENT OPPORTUNITY POLICY.....	5
	C. IMMIGRATION COMPLIANCE.....	6
	D. EMPLOYEE CLASSIFICATION.....	6
	E. RELATIONSHIPS BETWEEN EMPLOYEES.....	8
	F. CERTIFICATION AND LICENSURE OF INSTRUCTIONAL STAFF.....	9
	G. TUBERCULOSIS TESTING.....	9
	H. CRIMINAL BACKGROUND CHECKS.....	9
III.	GENERAL WORKPLACE POLICIES.....	10
	A. POLICY PROHIBITING UNLAWFUL HARASSMENT, DISCRIMINATION AND RETALIATION.....	10
	B. WHISTLEBLOWER POLICY.....	13
	C. WORKPLACE VIOLENCE.....	14
	D. DRUG- AND ALCOHOL-FREE WORKPLACE.....	14
	E. SMOKING.....	15
	F. HEALTH, SAFETY AND SECURITY POLICIES.....	15
	G. TELEWORK POLICY.....	16
	H. SCHOOL PROPERTY INSPECTIONS.....	20
	I. SOLICITING/CONDUCTING PERSONAL BUSINESS WHILE ON DUTY.....	20
	J. USE OF SCHOOL COMMUNICATION EQUIPMENT AND TECHNOLOGY.....	21
	1. Equipment.....	21
	2. Web Access and the Internet.....	21
	K. EMPLOYEE BLOGS AND SOCIAL MEDIA.....	22
	L. NEWS MEDIA CONTACTS.....	23
	M. PARTICIPATION IN RECREATIONAL OR SOCIAL ACTIVITIES.....	23
	N. PERSONNEL FILES AND RECORD KEEPING PROTOCOLS.....	23
	O. VOLUNTEERS.....	24
	P. SUMMER SCHOOL (HIGH SCHOOL ONLY).....	24
IV.	HOURS OF WORK, OVERTIME AND ATTENDANCE.....	25
	A. WORK HOURS AND SCHEDULES.....	25
	B. OVERTIME.....	26
	C. MAKE-UP TIME.....	27
	D. WORK BREAKS.....	27
	E. LACTATION ACCOMMODATION.....	28
	F. ATTENDANCE POLICY.....	28
	G. TIME RECORDS.....	29
	H. MANDATORY TRAINING AND MEETINGS.....	29
V.	PAYROLL.....	30
	A. PAY DAYS.....	30
	B. PAYROLL WITHHOLDINGS AND DEDUCTIONS.....	30

C.	TEACHER SALARY SCALE	31
D.	EMPLOYEE STATUS CHANGE	31
E.	LATE START OR EARLY SEPARATION SALARY CALCULATION	31
F.	SUMMER SCHOOL COMPENSATION.....	31
G.	EXPENSE REIMBURSEMENTS	32
H.	SUMMER PAY AND MEDICAL BENEFITS.....	32
VI.	STANDARDS OF CONDUCT	33
A.	PERSONAL APPEARANCE	33
B.	RULES OF EMPLOYEE CONDUCT.....	33
C.	PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTION POLICY	34
D.	OFF-DUTY CONDUCT.....	37
E.	CONFIDENTIAL INFORMATION	38
F.	CONFLICT OF INTEREST	38
G.	CHILD NEGLECT AND ABUSE REPORTING.....	38
VII.	EMPLOYEE BENEFITS	40
A.	BENEFITS ELIGIBILITY	40
B.	GENERAL POLICIES REGARDING LEAVE	40
C.	INSURANCE BENEFITS.....	42
1.	Health Insurance	42
2.	Disability Insurance	43
3.	Paid Family Leave	43
4.	Industrial Injury Leave (Workers' Compensation)	43
5.	COBRA Benefits	44
D.	LEAVES OF ABSENCE.....	45
1.	Family Care and Medical Leave	46
2.	Pregnancy Disability Leave	51
5.	Military and Military Spousal Leave of Absence.....	55
6.	Drug and Alcohol Rehabilitation Leave	55
7.	Time Off for Adult Literacy Programs	56
8.	School Activities Leave	56
9.	School Appearances Leave	56
10.	Time Off to Serve as Election Official.....	57
11.	Time Off for Jury and Witness Duty	57
12.	Domestic Violence, Sexual Assault or Stalking Victims Leave	57
13.	Volunteer Civil Service Personnel Leave	58
14.	Time Off for Voting.....	58
15.	Bone Marrow and Organ Donor Leave.....	58
16.	Civil Air Patrol Leave	59
17.	Crime Victims Leave	59
18.	Returning From Leave of Absence	60
E.	EMPLOYEE REFERRAL PROGRAM	60
F.	TUITION REIMBURSEMENT	61
VIII.	EMPLOYMENT EVALUATION AND SEPARATION	62
A.	EMPLOYEE REVIEWS AND EVALUATIONS	62

B.	DISCIPLINE AND INVOLUNTARY TERMINATION.....	62
C.	VOLUNTARY TERMINATION	62
D.	REFERENCES	63
IX.	INTERNAL COMPLAINT REVIEW	64
X.	ACKNOWLEDGEMENT OF HANDBOOK AND AT-WILL EMPLOYMENT	66
APPENDIX A		67
	HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM.....	67
APPENDIX B		69
	INTERNAL COMPLAINT FORM.....	69

I. Introduction

This Handbook summarizes the ACE Charter Schools' ("ACE" or "School") personnel policies applicable to all employees. Please review these policies carefully. Any questions about the policies outlined in this Handbook, or any other personnel-related questions, whether or not related to policies specifically addressed in this Handbook, should be directed to the Business Office. This Handbook is intended only as a guide to ACE's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, expressed or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, ACE reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice. Any such changes to this Handbook will be distributed to all employees in writing; no oral statements or representations can in any way alter the provisions of this Handbook. Only the Executive Director, with the written approval of the Board of Directors, may alter the at-will employment status of ACE employees.

After reviewing this Handbook, please sign the two employee acknowledgement forms at the end of this Handbook, keep one for your files and provide the other to the Business Office. This signed acknowledgement demonstrates to ACE that you have read, understand and agree to comply with the policies outlined in the Handbook.

II. Hiring Policies and Procedures

A. Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of ACE that all employees are considered “at-will” employees of the School. Accordingly, either ACE or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, ACE memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with ACE. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Executive Director, with the written approval of the Board of Directors, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

B. Equal Employment Opportunity Policy

ACE is an equal opportunity employer. It is the policy of ACE to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding and medical conditions related to such);
- Religious creed (all aspects of religious beliefs, observances or practice, including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (40 and over);
- National origin or ancestry (including native language spoken and possession of a driver license issued to persons unable to prove their presence in the U.S. is authorized by federal law under California Vehicle Code section 12801.9);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a protected leave of absence pursuant to the Family and Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), the Fair Employment and Housing Act

("FEHA"), or laws related to domestic violence, sexual assault and stalking , or any other statute or ordinance that provides for protected leave of absence;

- Genetic information;
- Sexual orientation;
- Citizenship or immigration status;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws, ordinances or regulations.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. ACE will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. ACE will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

C. Immigration Compliance

ACE will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, all individuals must provide satisfactory evidence of their identity and legal authority to work in the United States. However, ACE will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

ACE shall not discharge an employee or in any manner discriminate, retaliate or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individuals because they hold or present a driver license issued pursuant to Vehicle Code section 12801.9 to persons who have not established their federal-authorized presence in the United States.

Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

D. Employee Classification

ACE's employees are classified in the following categories: Exempt or non-exempt; full-time or

part-time; regular or temporary; eleven month or twelve month; and school-site or administrative.

Exempt

Exempt employees are those employees who are exempt from overtime pay requirements due to their salaries and job assignments, which meet exemption tests under applicable law.

Non-Exempt

Non-exempt employees are those employees whose compensation and/or job assignments do not meet exemption tests under applicable law. These employees are paid overtime wages for overtime worked in accordance with the law.

Full-Time Staff (“FTS”)

FTS are those employees who are scheduled to work at least 30 hours in a week. Three categories of FTS exist:

- 1) School-Year Staff (“SYS”):** SYS hours per work year are defined by the ACE School Year Calendar, so that SYS typically work an 11-month work year, which is defined by hours based on days a school is open for operation for the ACE year. This category generally includes all teachers and counselors, as well as some other school-site staff.

An employee who is Full-Time, Part-Time, Exempt or Non-Exempt can be designated SYS. Those SYS employees’ schedules must conform to requirements of school operations. Refer to the Section “Hours of Work, Overtime, and Attendance” for details.

- 2) School Site, Year-Round Staff (“SYRS”):** SYRS typically work a 12-month work year. This category includes all ACE Principals, Assistant Principals, Deans of Students and other school-site staff as identified.

An employee who is Full-Time, Part-Time, Exempt or Non-Exempt can be designated SYRS. Those SYRS employees’ schedules must conform to requirements of general operations. Refer to the Section “Hours of Work, Overtime and Attendance” for details.

- 3) Year-Round Staff (“YRS”):** YRS typically work a 12-month work year. This category generally includes all ACE Central Office Staff, School Site Office Managers and other staff as identified.

An employee who is Full-Time, Part-Time, Exempt or Non-Exempt can be designated YRS. Those YRS employees’ schedules must conform to requirements of general operations. Refer to the Section “Hours of Work, Overtime and Attendance” for details.

Part-Time Staff (“PTS”)

Part-time employees are those employees who are scheduled to work less than 30 hours in a week.

A Part-Time employee can be designated as an SYS, SYRS or a YRS. Schedules must conform to requirements of the classification operations. Refer to the Section “Hours of Work, Overtime and Attendance” for details.

Temporary Employees/Contractors

Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than six months. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of ACE and are not eligible for benefits provided by ACE.

If you have any questions about your classification, please consult with your direct Manager.

E. Relationships Between Employees

ACE seeks to foster and maintain a productive and healthy working environment. This can only be accomplished through the cooperation of our employees. Employees should treat each other with mutual respect. Our policy and philosophy is simply to treat others in the manner you would want to be treated. If you or any other employee is treated with disrespect, it should be reported to the Principal or direct manager.

Personal or romantic involvement with another ACE employee can expose ACE to liability, as well as create potential liability for the employee(s) involved in the relationship. Such relationships can also impair an employee's ability to exercise good judgment on behalf of ACE and can otherwise create an actual or potential conflict of interest. Manager-subordinate romantic or personal relationships, in particular, can lead to management problems, possible claims of sexual harassment, and morale problems for the employees involved in the relationship as well as for other employees who perceive they are receiving less favorable treatment. A Manager should avoid forming special social relationships with employees under his/her/their direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism.

ACE understands that coworker relationships may occur in the workplace, and ACE does permit such relationships as long as each involved party mutually and voluntarily consents to the relationship. Further, the relationship cannot affect the performance of either employees' duties or negatively impact business.

ACE does, however, prohibit romantic relationships involving a Manager and subordinate. Such relationships can be harmful not only to the people involved but also to the work group in general, and they are therefore prohibited. Each involved employee in such a relationship has an obligation to promptly notify the Director of Schools. Once ACE learns of such a relationship, ACE may, in its sole discretion, reassign one of the individuals, terminate one or both individuals' employment or afford them the opportunity to choose which individual will resign from his/her/their employment.

For employees in a romantic relationship between coworkers who are not in a Manager-subordinate relationship, to ensure such relationships do not violate the sexual harassment policy, such employees must comply with the following guidelines. Each involved employee must notify his/her/their Manager of the relationship and review the policy prohibiting harassment in the workplace. It is the responsibility of all parties to ensure that they conduct themselves in a completely professional manner, do not engage in affectionate or other behavior in the workplace that may be uncomfortable or offensive to others and that the relationship will not adversely affect an employee's individual work performance.

All ACE employees involved in romantic relationships with other ACE employees will be asked to sign the Personal Relationship Disclosure and Agreement.

Nothing in this policy shall operate to prohibit or in any way limit an employee's right to discuss the terms and conditions of his/her/their employment, as provided by law.

F. Certification and Licensure of Instructional Staff

Each of ACE's teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. In accordance with applicable law, teachers assigned to noncore, noncollege preparatory courses who were employed at charter schools during the 2019-2020 school year have until July 1, 2025 to obtain an appropriate credential for their assignment. Paraprofessional staff may also be required to document that they meet all legal requirements for paraprofessional staff.

It is the responsibility of all instructional staff, including teachers and paraprofessionals, to provide certificates, permits or other documentation to Human Resources no later than the close of business before the first day the employee reports for duty. If any instructional staff members believe that they are assigned to teach in a subject in which they do not have subject matter competence, the employee should immediately report the same to the hiring Principal. Staff who are required to meet certification, expertise and related requirements must maintain such qualifications as a condition of employment at ACE.

G. Tuberculosis Testing

All ACE employees must submit written proof from a physician of a risk assessment examination for tuberculosis ("TB") within the last 60 days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with ACE and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

H. Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at ACE include conviction of a controlled substance or sex offense or a serious or violent felony. Additionally, should an employee, during his/her/their employment with ACE, be charged or convicted of any offense, the employee must immediately report the charge or conviction to his/her/their manager.

III. General Workplace Policies

A. Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

ACE is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination and retaliation. ACE's policy prohibits unlawful harassment, discrimination and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding and related medical conditions); religious creed (all aspects of religious beliefs, observances or practice, including religious dress and grooming practices); marital/registered domestic partner status; age (40 and over); national origin or ancestry (including native language spoken and possession of a driver license issued to persons unable to prove their presence in the U.S. is authorized by federal law) under California Vehicle Code section 12801.9); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; citizenship or immigration status; military and veteran status; or any other consideration made unlawful by federal, state, or local laws, ordinances or regulations. School policy also prohibits unlawful harassment and discrimination based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics. In addition, ACE prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

Harassment Prevention

Employees, volunteers, unpaid interns, individuals in apprenticeship programs and independent contractors shall not be harassed or discriminated or retaliated against based upon the characteristics noted above.

ACE does not condone and will not tolerate unlawful harassment, discrimination or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

All nonsupervisory staff will receive one (1) hour of sexual harassment prevention training within six (6) months of their hire and every two (2) years thereafter. Supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of their hire or their assumption of a supervisory position and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating or humiliating or the gratuitous sabotage or undermining of a person's work performance. Managers shall also be trained on how to appropriately respond when the Manager becomes aware that an employee is the target of unlawful harassment.

Each employee has the responsibility to maintain a workplace free from any form of sexual

harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the “Harassment/Discrimination/Retaliation Complaint Form.” See **Appendix B** for the general “Internal Complaint Form.”

Prohibited harassment may include, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, emails or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct
 - Including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic;
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).
- Retaliation for reporting or threatening to report harassment;
- Disparate treatment based on any of the protected classes above; and
- Communication via electronic media of any type that includes any conduct that is prohibited by California and/or federal law or by the School’s policies.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual’s employment; (2) an employment decision is based upon an individual’s

acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

Harassment based on gender may include the intentional use of pronouns and names that do not correspond with a person's gender identity.

Such conduct violates this policy, even if it is not unlawful. Employees are expected to behave professionally and respectfully at all times. Prohibited conduct is unacceptable in the workplace and any work-related settings, including business trips and business-related social functions.

Non-Discrimination

ACE is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in ACE's operations and prohibits unlawful discrimination by or against any School applicant, employee, intern or volunteer, including Managers and coworkers.

Pay discrimination between employees of different sexes, races or ethnicities performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations defined by law. Employees will not be retaliated against for inquiring about or discussing their wages; however, ACE is not obligated to disclose the wages of other employees.

Anti-Retaliation

ACE encourages any employee who has a complaint to bring such a complaint to his/her/their Manager, Human Resources, or the Executive Director. The School will not retaliate against you for filing a complaint, either internally or with any outside agency, or participating in any workplace investigation and will not tolerate or permit retaliation by management or employees.

Reasonable Accommodation

ACE intends to comply with all applicable laws ensuring equal employment opportunities. To that end, the School recognizes and supports its obligation to reasonably accommodate any qualified applicants or employees with known physical or mental disabilities or religious beliefs or practices who can perform the essential functions of the job, with or without a reasonable accommodation, where the accommodation does not impose an undue hardship. ACE will also accommodate an employee's gender transition. For more information regarding the School's policies and procedures for transition, please contact the Executive Director.

Any employees who believe they need a reasonable accommodation to perform the essential functions of the job should contact the Executive Director. The School will engage in an interactive process with all such individuals to identify and consider possible reasonable accommodations that would enable them to perform the essential functions of their jobs. If an accommodation is reasonable and will not impose an undue hardship, ACE will make the accommodation.

ACE will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management or employees.

Complaint Process

ACE will not tolerate any violation of this policy. If you believe that you have been unlawfully discriminated or retaliated against or harassed, have witnessed any form of harassment, discrimination, or retaliation, or know that someone has violated this policy, please bring it to the attention of your Manager, Human Resources or the Executive Director as soon as possible after the incident. Managers are to report any complaints of unlawful harassment to the Executive Director or designee so that the School can resolve the complaint. You will be asked to provide details of the incident or incidents, names of individuals involved, and names of any witnesses. It is best to communicate your complaint in writing, but this is not mandatory. The School encourages all individuals to report any incidents of harassment, discrimination or retaliation immediately so complaints can be fairly and quickly resolved.

The Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. If you think you have been harassed or discriminated against or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office can be found online.

When ACE receives allegations of unlawful harassment, discrimination or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely, effective, objective and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed.

Complaints will be:

- Responded to in a timely manner;
- Kept confidential to the extent possible;
- Investigated impartially by qualified personnel in a timely manner;
- Documented and tracked for reasonable progress;
- Given appropriate options for remedial action and resolution; and
- Closed in a timely manner.

If ACE determines that unlawful harassment, discrimination or retaliation has occurred, appropriate and effective remedial action will be taken in accordance with the circumstances involved. The School will also take appropriate action to deter future misconduct.

If ACE determines that any employee is responsible for unlawful harassment, discrimination or retaliation, that employee may be subject to appropriate disciplinary action, up to and including release from their at-will employment. Employees who engage in unlawful harassment may also be held personally liable for the misconduct. A representative of ACE will advise all necessary parties concerned of the results of the investigation. The School will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management or employees.

B. Whistleblower Policy

ACE requires its directors, officers, employees and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within ACE. As representatives of ACE, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that ACE has a governance and accountability structure that

supports its mission, and to encourage and enable directors, officers, employees and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees and volunteers of ACE have a responsibility to report any action or suspected action taken within ACE that is illegal, unethical or violates any adopted policy of ACE (including this Employee Handbook or the Student and Family Handbook) or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to ACE or any individual at ACE, and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who ACE believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation or adverse employment action.

C. Workplace Violence

ACE takes the safety and security of its employees and students seriously. ACE does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect ACE or that occur, or are likely to occur, on ACE property. All such acts and threats, even those made in apparent jest, will be taken seriously, and will lead to discipline, up to and including termination. You must report any act or threat of violence immediately to your immediate Manager, ACE Principal or the Executive Director.

D. Drug- and Alcohol-Free Workplace

ACE is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other ACE stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any school premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

The follow rules and standards of conduct apply to all employees either on School property, in any vehicle owned or leased on behalf of ACE or during the workday (including meals and rest periods).

The following are strictly prohibited by ACE:

- Use of alcohol while on the job;
- Use of marijuana while on the job;

- Distribution, sale or purchase of an illegal or controlled substance while on the job;
- Possession or use of an illegal or controlled substance while on the job; and
- Being under the influence of an illegal or controlled substance while on the job.

Violation of the above rules and standards of conduct will not be tolerated. The School also may bring the matter to the attention of appropriate law enforcement authorities.

All employees must report evidence of alcohol, marijuana or drug use to the Executive Director immediately. Failure to do so may result in disciplinary action, up to and including termination.

To enforce this policy, ACE reserves the right to conduct search of School property or employees and/or their personal property and to implement other measures necessary to deter and detect abuse of this policy, including testing upon reasonable suspicion.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off ACE property will not be tolerated because such conduct, even though off duty, reflects adversely on the School. In addition, ACE must keep people who sell or possess controlled substances off the School premises to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify their Manager of such use immediately before starting or resuming work.

ACE encourages and will reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. The School is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is ACE obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation but fail to successfully overcome their dependency or problem will not automatically be given a second opportunity to seek treatment or rehabilitation. This policy on treatment and rehabilitation is not intended to affect ACE's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

E. Smoking

All ACE buildings and facilities are non-smoking facilities. The Board prohibits the use of tobacco products at any time in school buildings, on school property and in school vehicles. This prohibition applies to all employees, students and visitors at any ACE-sponsored instructional program, activity or athletic event held on or off school property.

F. Health, Safety and Security Policies

ACE is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, ACE has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by Business Office and is available for your review.

You are required to know and comply with ACE's general safety rules and to follow safe and healthy work practices at all times. Fire, Earthquake and Lockdown drill trainings will be offered annually and practiced regularly at each school site. You are required to immediately report to your Manager any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, ACE will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

ACE has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your Manager. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your Manager when keys are missing or if security access codes, identification materials or passes have been breached. The security of the facilities and property, as well as the welfare of our employees and students, depends upon the alertness and sensitivity of every individual.

G. Telework Policy

1. Purpose

ACE Charter Schools (the "School") recognizes approved teleworking as a necessary work arrangement while the School is closed during the ongoing coronavirus ("COVID-19") pandemic. This policy details conditions and requirements which apply to all temporary telework assignments during the School's closure due to COVID-19.

2. Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

3. General Requirements

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their manager or Principal and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their manager or Principal. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

During this unprecedented time, the School has authorized the payment for all employees, exempt and non-exempt, salaries and pay for non-exempt employees based on the employees' regularly scheduled hours for the remainder of the 2019-2020 school year ending June 12, 2020.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a manager or Principal prior to working additional hours or overtime. All employees are expected to contact their manager or Principal for questions regarding their work hours. Failure to comply with timekeeping within the School's StratusTime system and maintaining work hours requirements may result in disciplinary action, up to and including termination from employment.

4. Basic Teleworking Expectations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of the School Principal and the Chief Executive Officer, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee should use the School's assigned laptop and or cell phones to conduct School business.
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal and will only be provided for on School equipment;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee must remain available during their regular school hours on days and times that they are expected to work.

5. Manager or Principal Responsibilities

The Principals or those managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

The manager or Principal will assess each employee's progress on a telework assignment

periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

6. Communication and Accessibility

Employees and their manager or Principal must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their manager or Principal and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their manager or Principal, co-workers, School stakeholders, and the School, generally during assigned work hours. Employees must notify their manager or Principals if they are unavailable during agreed upon hours, aside from applicable meal and rest periods. Non - Exempt employees are to enter their telework schedule in StratusTime, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their manager or Principal.

7. Safety

The telework space is considered an extension of the School's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their manager or Principal and allow the School or its designee to investigate and/or inspect the telework site as needed.

Employees are responsible, to the extent possible, for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., illegal paraphernalia, controlled substances, etc.).

8. Supplies, Equipment, and Furniture

The School will determine, with information supplied by the employee and the manager or Principal, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. The School will not provide office furniture for the workspace at home.

All necessary technology equipment will be supplied and maintained by the School, subject to availability. Equipment supplied by the School is to be used for work purposes only. Employees must sign a Technology Use Agreement for all School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, all School property must be returned to the School.

9. Reimbursement

The School shall reimburse employees for actual and necessary expenses incurred in the

employee carrying out School business when such expenses are expressly authorized and preapproved by the School.

INTERNET REIMBURSEMENT: The School shall reimburse an employee's costs for internet based upon a reasonable percentage of work-related use, up to 50% of the monthly cost for internet services or \$50, whichever is higher per month.

CELL PHONE REIMBURSEMENT: The School will reimburse an employee's cell phone bill based upon a reasonable percentage of work-related use, up to 50% of the monthly cost for the phone line or \$50, whichever is higher per month. Employees who have an ACE issued phone are not eligible for this reimbursement. Phone expenses are limited to the employee's share of the plan, taxes, and access fees. (i.e., an employee on a "family plan" may receive reimbursement only for the cost of their phone line).

Employees who are requesting reimbursement from the School shall be required to submit copies of their internet and/or cell phone bill for Finance to review. Such bills may be redacted as needed to remove any private/confidential information.

10. Information Security and Confidentiality

Employees must never provide any third parties access to the School network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with the School's expectations of information security for employees working at the office, including by not limited to FERPA and IDEA, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

11. Performance Standards

Employees must maintain the same or meeting existing standards of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

12. Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the School's "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students or colleagues via video chat; and
- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

For a copy of the School's Policy (ACE Employee Handbook), please visit our website www.acecharter.org under our legal documents page. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

13. Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the manager or Principal, and weekly face- to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at the School following the COVID-19 pandemic.

H. School Property Inspections

ACE is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, ACE provides property and facilities to its employees to carry out business on behalf of ACE. Accordingly, employees do not have a reasonable expectation of privacy when using any ACE property or facilities. In accordance with these policies, all ACE facilities and property, including all items contained therein, may be inspected by ACE at any time, with or without prior notice to the employee. ACE property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices. ACE also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on ACE property or premises. ACE reserves the right to deny entry to any person who refuses to cooperate with any inspections by ACE. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including release from their at-will employment.

I. Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material during the employee's on-duty hours. Distribution of materials is also against ACE's policy if it interferes with access to

facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non-work time (e.g., paid breaks, lunch periods or other such non-work periods) is permissible. Entry on ACE premises by non-employees is only permitted when done in conformance with ACE's visitor policy. Solicitation or distribution of written materials by non-employees while instruction is in session is strictly prohibited.

J. Use of School Communication Equipment and Technology

1. Equipment

All ACE-owned communications equipment and technology, including computers, electronic mail ("email") systems, voicemail systems, Internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of ACE and are provided to the employee to carry out business on behalf of ACE, unless previously authorized for non-business use or consistent with the guidelines below for non-business usage of the Internet. Employees have no expectation of privacy in any communications made using ACE-owned equipment and technology. Communications (including any attached message or data) made using ACE-owned communications equipment and technology are subject to review, inspection and monitoring by ACE.

Additionally, ACE uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting internet browsers to block access to adult sites, using a filtering system that will filter all internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with ACE's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized ACE employees. Therefore, employees are required to provide to their direct Manager and the Business Office all passwords used in connection with ACE's communications equipment and technology any time the employee's passwords are created or changed. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Technology Use Agreement. Employees who do not safeguard their passwords from unauthorized student use, or allow a student to access computers in violation of the Student Technology Use Agreement, will be subject to discipline, up to and including termination.

All ACE technology equipment must be used appropriately; staff and students will not damage, deface or dismantle technology equipment. Computer labs and common work areas must be kept clean. Food and beverages are prohibited in labs or while using school technology equipment. Staff and students shall not attempt to deliberately spread viruses or disrupt ACE wireless or computer networks by any other means. Technology resources provided by ACE must not be wasted, abused or monopolized. "Surfing" the Internet, or excessive downloading of files results in congestion on the ACE network, which slows it down for other users, is also prohibited.

Nothing in this policy shall operate to prohibit or in any way limit employees' right to discuss the terms and conditions of their employment, as provided by law.

2. Web Access and the Internet

The Internet is made available for business purposes. Non-business use of the Internet is permitted as a privilege to ACE personnel. ACE's Internet capability may be used by ACE personnel for non-business purposes to the extent it is reasonably judged by ACE management to not interfere with the business operation or good name of ACE. Examples of inappropriate activities are surfing the Internet during normal work times, slowing or making unavailable to others ACE's network bandwidth, distracting others with non-business emails, threatening ACE's reputation or standing in the community by displaying inappropriate website material. This list is not exhaustive and is intended only to provide examples of the types of conduct that will not be tolerated by ACE. However, nothing in this policy shall operate to prohibit or in any way limit employees' right to discuss the terms and conditions of their employment, as provided by law. If an employee has questions about the appropriate use of ACE's Internet capability, clarification should be sought from the employee's immediate Manager or the Business Office.

The email system and Internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. Accordingly, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on any protected class may not be displayed or transmitted. The email system and Internet access is not to be used in any manner that is against the policies of ACE, contrary to the best interest of ACE or for personal gain or profit of the employee against the interests of ACE. However, nothing in this policy shall operate to prohibit or in any way limit employees' right to discuss the terms and conditions of their employment, as provided by law. Employees must not use ACE's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding employees or students.

All employees using the Internet through ACE's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use ACE's communications equipment and technology to view visual images that are obscene, pornographic and/or images harmful to minors.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Employees are responsible for the content of the messages sent out using their ACE-issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use. Questions regarding this policy may be directed to an employee's immediate Manager or the Business Office.

Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's ACE email account.

K. Employee Blogs and Social Media

If an employee decides to keep a personal blog or use social media to discuss any aspect of his/her/their workplace activities, the following restrictions apply:

- ACE equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not

those of their employer;

- Employees may not use ACE's logos, trademarks and/or copyrighted material and are not authorized to speak on ACE's behalf;
- Employees are not authorized to publish any confidential information maintained by ACE;
- Employees are prohibited from making discriminatory, libelous or slanderous comments when discussing ACE, the employee's Managers, co-workers and competitors; and
- Employees must comply with all ACE policies, including, but not limited to, rules against unlawful harassment and retaliation.

However, nothing in this policy shall operate to prohibit or in any way limit employees' right to discuss the terms and conditions of their employment, as provided by law. ACE reserves the right to take disciplinary action against any employee whose blog/social media activity violates this or any other ACE policies.

L. News Media Contacts

Employees may be approached for interviews or comments by the news media. If you are approached by the news media, please refer all news media contacts/news reporters to the Executive Director. Employees may not speak to the news media without the prior written consent of the Executive Director.

M. Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by ACE. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk, and ACE disclaims any and all liability arising out of the employee's participation in these activities.

N. Personnel Files and Record Keeping Protocols

A personnel file is established for each employee at the time of their employment. Employees must keep ACE advised of changes that should be reflected in their personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable ACE to contact the employee should the change affect other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. ACE will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

The personnel records may be made available to you either at the place where you work or at a

mutually agreeable location (with no loss of compensation for going to that location to inspect or copy the records). The records will be made available no later than 30 calendar days from the date ACE receives your written request to inspect or copy your personnel records (unless you/your representative and the School mutually agree in writing to a date beyond 30 calendar days but no later than 35 calendar days from receipt of the written request). If you request a copy of the contents of your file, you may be charged the actual cost of copying any pages.

ACE will restrict disclosure of personnel files to authorized individuals within ACE. Only an employee's immediate Manager and the Business Office is authorized to release information about current or former employees. ACE will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, court, administrative law judge or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

O. Volunteers

Volunteers are welcome at ACE. As applicable, volunteers must be fingerprinted and have clearance from the California Department of Justice and Federal Bureau of Investigation through a criminal history background check before volunteering. Volunteers must also submit to a TB risk assessment.

All volunteers must be supervised by an appropriate staff member. In addition, to ensure that the volunteer's time is enjoyable and to ensure that the volunteer is meeting the needs of the school, an appropriate staff member shall provide the volunteer with an orientation.

All volunteers must check in at the office each time they come to campus to volunteer.

P. Summer School (High School Only)

The High School may offer summer school. Credentialed teachers who work during summer school shall be paid for credentialed service, minus applicable withholdings (including CalSTRS/CalPERS). Hourly employees shall be compensated at their regular hourly rate, minus applicable withholdings. All summer staff will be given one additional paid sick day that cannot be paid out or carried over to the next school year if not used.

IV. Hours of Work, Overtime and Attendance

A. Work Hours and Schedules

ACE's normal working hours are defined by the ACE Charter Schools Work Calendar Schedule, which is available through the ACE Business office. SYS are expected to be at school every work day at least 30 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other administrative staff, including the ACE Office Manager, may be required to be on campus earlier because of their specific job responsibilities.

Unless otherwise directed, teachers are expected to be at school until at least 30 minutes after classes/school ends (excluding the afterschool program). Meetings, committees, tutoring, parent conferences or lesson preparation may require additional time at school. All other staff, including Business Office Staff and administrators, are expected to be at the school (or the ACE Business Office) 30 minutes after classes are dismissed, although later hours may be needed.

The workday (a consecutive 24-hour period) for payroll purposes begins at midnight and ends at 11:59 p.m. The workweek begins on Monday and ends on Sunday.

Employees are legally entitled to at least one day off in each workweek unless the employee's total hours worked during the workweek do not exceed 30 hours in the workweek or six hours in any day of that workweek. Employees may choose to work more than six days in a workweek provided that non-exempt employees do not work more than 40 hours in a workweek without ACE authorization.

Holidays 2020-2021

ACE observes the following 13 holidays for all staff:

- July 4 – Independence Day
- First Monday of September - Labor Day
- November 11 – Veterans' Day
- Fourth Wednesday of November – Thanksgiving Break
- Fourth Thursday of November - Thanksgiving Day
- Fourth Friday of November - Thanksgiving Break
- December 24 – Christmas Eve
- December 25– Christmas Day
- January 1 - New Year's Day
- Third Monday of January - Martin Luther King, Jr. Day
- Third Monday of February - Presidents' Day
- Last Friday of March – Cesar Chavez's Birthday Observed
- Last Monday of May - Memorial Day

Holiday Pay

Exempt employees will receive full salary for holidays in a week unless they are absent for a full week and perform no work. Full-time non-exempt employees are eligible for holiday pay (equal to one and a half times the employee's regular hourly rate) if they are regularly scheduled to work on the day on which the holiday is observed and work their regularly scheduled working days

immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by the non-exempt employee's immediate Manager or the ACE Principal. Full-time non-exempt employees who are required to work on an observed holiday will be paid for the time worked in addition to receiving holiday pay for the observed holiday. Holiday hours will need to be approved in advanced by the manager. Part-time non-exempt employees are not eligible for holiday pay.

Non-exempt, full time and part time hourly employees, will be provided pay, based on the hours all employees would have otherwise worked during the closure days prior to Thanksgiving (three days) and between the Christmas and New Year's Day Holiday break (up to five days). Other days during the school year during which ACE is closed, such as days during the School's calendared breaks, shall be unpaid time for all non-exempt hourly employees in active status.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Principal. The employee will be paid if the religious holiday is taken as an earned paid leave day (e.g., vacation, personal time off, etc.). The employee will not be paid if the religious holiday is taken as a personal leave of absence day.

Employees on any leave of absence do not earn holiday pay. On school site closure days, not holidays, hourly employees that are YRS or SYRS may get approved to work by their manager or submit a request for vacation in order to be compensated for that time. Please refer to the holiday calendar for reference on what days are school site closure days.

School Year Staff Full and Part-Time Employee Work Schedule Detail

The hours and days SYS work annually is determined in accordance with the ACE instructional calendar. The number of days and hours part-time employees work annually is determined in accordance with the ACE instructional calendar in combination with schedules and direction provided by the part-time employee's manager.

School Year Staff Schedule During Summer Months

Unless otherwise notified, SYS employees do not work during the summer. If there will be days during the summer when staff members will be expected to work staff members will be notified in advance which days during the summer they will need to work. This notification will be part of the routine school year scheduling process. Exceptions to working summer schedules must be approved in advance by the ACE site Principal. Failure to work without an approved absence may result in an employee receiving an attendance infraction.

Year-Round Staff Employee Work Schedule

YRS, such as ACE Office Managers and all ACE Central Office staff, are expected to work year-round with the exception of the 13 ACE holiday days, closure days, sick days and vacation.

B. Overtime

As necessary, employees may be required to work extended hours. Non-exempt employees are entitled to premium pay for overtime hours. For purposes of overtime calculations for non-exempt employees, ACE's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. Employees will be informed when

they are required to work overtime hours. All overtime hours worked must be preauthorized in writing by the employee's immediate Manager. ACE follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked as follows:

- Compensation for hours in excess of 40 for the workweek, or in excess of 8 and not more than 12 for the regularly scheduled workday, and for the first eight hours on the seventh consecutive day of work in one workweek shall be paid at a rate of one and one-half times the employee's regular rate of pay.
- Compensation for hours in excess of 12 in one regularly scheduled workday and in excess of eight on the seventh consecutive day of work in one workweek shall be paid at double the regular rate of pay.

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

C. Make-up Time

Employees may request in writing that they be allowed to make up work time that is or would be lost as a result of a personal obligation. The hours of that make-up work may only be performed in the same workweek in which the work time was lost and must not exceed 10 hours of work in one day or 40 hours of work in one week. Employees shall provide a signed written request for each occasion that you make a request to make up work time, and authorization is at the option of ACE. Make-up time is not encouraged.

D. Work Breaks

Meal Periods

Non-exempt employees working at least five hours are provided with an uninterrupted 30-minute unpaid meal period, to be taken approximately in the middle of the work day but by no later than the end of the 5th hour of work. Employees must clock out for their meal period. Employees will be permitted a reasonable opportunity to take this meal period and will be relieved of all duty. During your meal period, employees are free to come and go as they please and are free to leave the premises. Employees are expected to return to work promptly at the end of any meal period.

If the employee's total work period for the day is more than five hours but no more than six hours, an employee may waive this meal period, provided the employee and ACE mutually consent to the waiver in writing.

A non-exempt employee is entitled to take a meal period by no later than the end of the employee's fifth hour of work. For example, if the employee begins work at 9:00 a.m., the employee must start his/her/their meal period by 1:59 p.m.

Non-exempt employees working more than 10 hours in a day will be provided a second, uninterrupted, unpaid meal period of at least 30 minutes. Depending on the circumstances, the employee may be able to waive his/her/their second meal period if the employee took the first meal period and if the employee's total hours worked for the day are no more than 12 hours. This cannot be done without the mutual consent of the employee and ACE and must be in writing. A

non-exempt employee is entitled to take this second meal period by no later than the end of the employee's 10th hour of work.

Employees are not permitted to work "off the clock," including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out. All work time must be accurately reported on their time card. If for any reason an employee is not provided a meal period in accordance with this policy, or if employees are in any way discouraged, deterred, or otherwise impeded from taking their meal period or from taking the full amount of time allotted to them, such employees should immediately notify the Business Office. Anytime an employee misses a meal period (or works any portion of a provided meal period), he/she/they must report to the Business Office to document the reason for the missed meal period or time worked.

Rest Periods

All non-exempt employees are entitled to paid rest periods during their workday. Such employees are not expected to clock out for rest periods, but they are expected to return promptly at the end of any rest period.

Non-exempt employees are also provided with one 10-minute rest period for every four hours worked (or major fraction thereof). A rest break need not be authorized for employees whose total daily work time is less than three and one-half hours.

Non-exempt employees who work a shift from three and one-half to six hours in length are entitled to one 10-minute rest period. Non-exempt employees who work more than six hours and up to 10 hours will be entitled to two 10-minute rest periods. Non-exempt employees who work more than 10 hours and up to 14 hours will be entitled to three 10-minute rest periods.

Employees are prohibited from combining meal and rest period time.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

E. Lactation Accommodation

ACE accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

ACE will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their Manager to request accommodations.

F. Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it

necessary to be absent or late, you are expected to arrange it in advance with your immediate Manager. If it is not possible to arrange your absence or tardiness in advance, you must notify your immediate Manager no later than one hour before the start of your workday. If you are a teacher, the Office Manager for your school will arrange for a substitute if your time off is pre-approved. Substitute arrangements for teachers who call in their absence at least an hour in advance will need to be worked out with the designated school site administrator. If you are absent from work longer than one day, you are expected to keep your immediate Manager sufficiently informed of your situation. A doctor's note may be required to clear more than three consecutive absences.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to your immediate Manager will lead to disciplinary action, up to and including termination.

If you fail to come to work for three consecutive work days without notification, ACE will presume that you have voluntarily terminated your position with ACE at the close of business of the third missed day.

G. Time Records

Time records must be accurately kept and reflect all regular hours and overtime hours worked and meal periods taken by non-exempt employees. StratusTime timekeeping system, or such other timekeeping system designated, is the online time records system we use to manage all non-exempt employee work hours. All non-exempt employees are required to log their hours when they arrive to work, when they go on meal breaks and when they leave work on a daily basis. At the end of every pay period, all non-exempt employees should verify and attest to the truth of the information contained therein, then submit for review by their immediate Manager. Failure to submit hours on a regular basis can result in termination. All absences, tardiness and overtime must be accurately reflected on the time record. All employees must log all hours reported as vacation and sick through the online system, as well as via the Time Off Request form.

H. Mandatory Training and Meetings

ACE will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular work hours.

All mandatory trainings, lectures and meetings will be identified as such. ACE will not pay non-exempt employees for attendance at voluntary trainings. Employees who are unsure about the characterization of an offered training, lecture or meeting should contact their immediate Manager before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular work hours on their time records.

V. Payroll

A. Pay Days

Paydays are scheduled per the Payroll Processing Schedule, available through the ACE Business Office. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

Employees should promptly notify their immediate Manager and the Business Office if they have a question regarding the calculations of their paycheck.

B. Payroll Withholdings and Deductions

As required by law, ACE shall withhold Federal Income Tax, State Income Tax, Social Security/Medicare ("FICA") and State Disability Insurance from each employee's pay as follows:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
- State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
- Federal Insurance Contribution Act: The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by ACE. This includes OASDI ("Old Age, Survivor and Disability Insurance") and Medicare.
- State Disability Insurance ("SDI"): This state fund is used to provide benefits to those out of work because of illness or disability.
- California State Teachers Retirement System ("CalSTRS"): Any employee who works in a certificated position will be enrolled into CalSTRS when required to do so by law. OASDI is not withheld for those employees enrolled into CalSTRS.
- 401(k) Retirement Benefit: All employees who meet eligibility requirements may enroll in ACE's 401(k) Retirement Plan. Employees who work in classified positions and who participate in the 401(k) Plan are also eligible to receive matching contributions from ACE, 100% of up to 4% of your salary. Eligible certificated employees may enroll but are not eligible for the match.

Paycheck deductions are explained on the itemized wage statement. Employees who do not understand the deductions should ask their immediate Manager or the Business Office to explain them. Employees may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to ACE's Business Office.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to fill out a new W-4 form if his/her/their

filing status changes.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in preparation of income tax returns. The W-2 shows total wages, taxes withheld and certain benefit information.

ACE offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

C. Teacher Salary Scale

Below is ACE’s current salary scale for its teachers. Teacher compensation is based on the number of years worked in a certificated position, which is subject to verification.

Year	Annual Salary	% Increase
1	\$55,300.00	
2	\$56,900.00	2.90%
3	\$60,400.00	6.15%
4	\$62,800.00	3.97%
5	\$65,300.00	3.98%
6	\$67,900.00	3.98%
7	\$71,400.00	5.15%
8	\$74,800.00	4.76%
9	\$78,200.00	4.55%
10	\$81,600.00	4.35%

D. Employee Status Change

If there is a change in an active employee’s status, it must be documented on a Change In Relationship form and signed by the employee and manager. These changes, including pay rate and title changes, must occur at the beginning of a pay period, the 1st or 16th of every month.

E. Late Start or Early Separation Salary Calculation

Any salaried employee who starts employment on a date other than the 1st and the 16th will have their first paycheck calculated by the number of hours worked times the hourly rate. Assume 8 hours per day. Non-Exempt Employees: For late start employees: Pay number of hours worked in the current pay period multiplied by the hourly rate.

Example for Hourly Rate Calculation: The average, full-time, salaried employee works 40 hours a week. Based on this, the average salaried person works 2,080 (40 x 52) hours a year. To determine your hourly wage, divide your annual salary by 2,080. If you make \$75,000 a year, your hourly wage is \$75,000/2080, or \$36.06.

F. Summer School Compensation

Summer school compensation is distributed in two equal payments, June 30th and July 15th. An “Additional Request for Compensation” must be completed by the summer school manager one month prior to the end of the school year.

G. Expense Reimbursements

ACE will reimburse employees for reasonably necessary expenses incurred in the furtherance of ACE operations. In order to be eligible for reimbursement, employees must follow the protocol set forth in ACE's policy regarding employee expenditures, a copy of which may be obtained from their immediate Manager or the Business Office. The policy is included with the expense reimbursement form. In general, all expenses must have been previously approved in writing by their immediate Manager or the Business Office. All reimbursement forms must be complete and submitted to your immediate Manager no later than five business days after the pre-approved purchases were made. Failure to submit reimbursement forms within five business days of incurring the expense may result in disciplinary action. Please note that employees are responsible for any interest and late fees charged by their credit card company. All lost checks will incur a stop payment fee of \$35 deducted the total amount.

ACE shall reimburse employees for reasonable business travel expenses incurred while on assignment away from the normal work location. All business travel must have advance approval by the employee's direct Manager. Mileage will be reimbursed at the effective IRS standard mileage rate. Use of ACE funds to pay for the cost of alcoholic beverages is strictly prohibited and will not be reimbursed.

H. Summer Pay and Medical Benefits

ACE pays 11 month school year staff based on work days in a school year and do not receive pay over the summer. ACE will pay medical benefits on the employee's behalf over the course of the employee's 22 pay periods. Please contact the Business Office for more information, if needed.

VI. Standards of Conduct

A. Personal Appearance

Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well-groomed and within professionally accepted standards suitable for the employee's position. Employees must wear shoes at all times. Managers will inform their subordinates of any specific dress requirements for particular positions. Each school site leader will be responsible in making sure that staff respect the personal appearance standards. Staff who wear any of the prohibited items below may be asked to correct their appearance immediately:

- Skirts and shorts that are more than two (2) inches above the knee;
- Pants that are frayed or cut and show skin;
- Tops with straps smaller than two inches wide;
- Clothing that shows excessive amounts of cleavage, undergarments and midriff;
- Excessively form fitting clothing; and
- Flip-flops.

B. Rules of Employee Conduct

The following conduct is prohibited and will not be tolerated by ACE. This list of prohibited conduct is illustrative only and applies to all employees of ACE; other types of conduct that threaten security, personal safety, employee welfare and ACE operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of ACE. If an employee is working under a contract with ACE which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

- 1) Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
- 2) Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
- 3) Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on ACE property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
- 4) Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of ACE property.
- 5) Fighting or instigating a fight on ACE premises.
- 6) Use of the drugs or alcohol in an illegal or other manner that could potentially harm ACE.
- 7) Using or possessing firearms, weapons or explosives of any kind on ACE premises.
- 8) Gambling on ACE Charter School premises.
- 9) Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
- 10) Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
- 11) Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.

- 12) Conducting excessive (as judged by management) personal business during business hours and/or unauthorized use of telephone lines for personal calls.
- 13) Excessive absenteeism or tardiness, either excused or unexcused.
- 14) Posting any notices on ACE premises without prior written approval of management, unless posting is on an ACE bulletin board designated for employee postings.
- 15) Immoral or indecent conduct.
- 16) Conviction of a criminal act.
- 17) Engaging in sabotage or espionage (industrial or otherwise).
- 18) Violations of the sexual harassment policy.
- 19) Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
- 20) Sleeping during work hours.
- 21) Release of confidential information without authorization.
- 22) Any other conduct detrimental to other employees or ACE's interests or its efficient operations.
- 23) Refusal to speak to Managers or other employees.
- 24) Dishonesty or failure to report safety concerns and violations of student and staff misconduct.
- 25) Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination shall be as specified in the contract.

Nothing in this provision shall operate to interfere with an employee's right to communicate or work with others toward altering the terms and conditions of his/her/their employment.

C. Professional Boundaries: Staff/Student Interaction Policy

ACE recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to provide the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of ACE staff:

- 1) Examples of PERMITTED actions (NOT corporal punishment)
 - a) Stopping a student from fighting with another student;
 - b) Preventing a pupil from committing an act of vandalism;
 - c) Defending yourself from physical injury or assault by a student;
 - d) Forcing a pupil to give up a weapon or dangerous object;
 - e) Requiring an athletic team to participate in strenuous physical training activities

- designed to strengthen or condition team members or improve their coordination, agility or physical skills;
- f) Engaging in group calisthenics, team drills or other physical education or voluntary recreational activities.

2) Examples of PROHIBITED actions (corporal punishment)

- a) Hitting, shoving, pushing or physically restraining a student as a means of control;
- b) Making unruly students do push-ups, run laps or perform other physical acts that cause pain or discomfort as a form of punishment;
- c) Paddling, swatting, slapping, grabbing, pinching, kicking or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues or school leaders. One viable standard that can be quickly applied, when unsure if certain conduct is acceptable, is to ask, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he/she/they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Allowing students to drive your car.

Unacceptable Staff/Student Behaviors without Parent and Manager Permission

(These behaviors should only be exercised when a staff member has parent and Manager permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.
- (d) Allowing students to use staff-issued computers.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their Manager of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.

- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your Manager if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

D. Off-Duty Conduct

While ACE does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with ACE's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect ACE or its own integrity, reputation or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects ACE's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by ACE, employees are expected to devote their energies to their jobs with ACE. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- 1) Additional employment that conflicts with an employee's work schedule, duties and responsibilities at ACE.
- 2) Additional employment that creates a conflict of interest or is incompatible with the employee's position with ACE.
- 3) Additional employment that impairs or has a detrimental effect on the employee's work performance with ACE.
- 4) Additional employment that requires the employee to conduct work or related activities on ACE's property during the employer's working hours or using ACE's facilities and/or equipment; and
- 5) Additional employment that directly or indirectly competes with the business or the interests of ACE.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to ACE explaining the details of the additional employment. If the additional employment is authorized, ACE assumes no responsibility for it. ACE shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

E. Confidential Information

In the course of your work, you may have access to trade secret or similarly protected proprietary or confidential information regarding ACE (such as financial data, marketing strategies, business and marketing plans, etc.) Confidential information also includes ACE's intellectual property that is not otherwise public, including trade secrets, ideas, discoveries, writings, trademarks and inventions developed through the course of your employment with ACE and as a direct result of your job responsibilities with ACE. Further, all information relating to students, personnel information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

You have a responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties or as required by law. Access to, or disclosure of, confidential information should be on a "need-to-know" basis and must be authorized by your Manager. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment. Further, any breach of this policy or the Confidentiality and Nondisclosure Agreement will not be tolerated and legal action may be taken.

This policy does not prohibit employees from confidentially disclosing trade secret, proprietary or confidential information to federal, state and local government officials, or to any attorney, when done solely to report or investigate a suspected violation of the law. Employees may also disclose the information in certain court proceedings if specific procedures to protect the information are followed. Nothing in this policy is intended to conflict with 18 U.S.C. § 1833(b) or create liability for disclosures of trade secrets that are expressly allowed by 18 U.S.C. § 1833(b).

F. Conflict of Interest

All employees must avoid situations involving actual or potential conflicts of interest. ACE has a written Conflict of Interest Code. Adherence to that Code is mandatory. An employee involved in any relationships or situations that he/she/they believe may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his/her/their immediate Manager, or any other appropriate Manager, for a determination about whether a potential or actual conflict exists. Refer to the Code for specific guidance. If an actual or potential conflict is determined, ACE may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action, up to and including termination.

ACE considers an actual conflict of interest to exist if a manager hires or directly supervises close friends, spouses/partners or family members. Therefore, ACE prohibits managers from hiring or directly supervising close friends, spouses/partners or family members.

G. Child Neglect and Abuse Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his/her/their professional capacity or within the scope of his/her/their employment whom he/she/they know or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. By acknowledging receipt of

this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a Manager or to ACE. An appropriate law enforcement agency may be one of the following:

- A Police or Sheriff's Department (not including a school district police department or school security department).
- A County Probation Department, if designated by the county to receive child abuse reports.
- A County Welfare Department/County Child Protective Services.

Required Training for School Employees

ACE will provide annual training on the mandated reporter requirements online using the module provided by the State Department of Social Services or in person by qualified personnel, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. Training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of \$1,000, or by both that imprisonment and fine.

Rights to Confidentiality and Immunity

Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her/their professional capacity or scope of employment.

After the Report is Made

The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

Child Protective Services

The Child Protective Services (CPS) is the major organization to intervene in child abuse and neglect cases in California. Existing law provides for services to abused and neglected children and their families.

VII. Employee Benefits

A. Benefits Eligibility

A new employee, irrespective of classification, is eligible for benefits starting on the first day of the month that occurs 30 days or more after their hire date. For instance, a person hired on July 15 would be eligible for benefits on September 1. A person hired on July 1 would be eligible for benefits on August 1.

B. General Policies Regarding Leave

ACE staff must arrive at school, to class and to meetings on time every day. We strongly request that staff avoid absences on days preceding or following vacations or long weekends. Staff has an obligation to make sure their responsibilities are covered, including arranging substitutes and substitute plans, if they need to be absent from work.

1. Vacation Days

Vacation requests should be made at least two weeks in advance and must be approved by the employee's Manager. When accrued, vacation days can be used in half day increments.

Staff may be required to use vacation time during extended School Year breaks (Winter Break, Spring Break, Summer Break). Note that there will be a CMO Shutdown between Christmas Day and New Year's Day. For any weekdays during this shutdown that are not legal holidays, CMO staff can use vacation days for such time off (or take such days as unpaid time off). Staff must complete an ACE Time Off Request Form detailing the number of Vacation Days that they are requesting off.

Vacation days are not transferable between employees. ACE does not accept nor send vacation or personal time off (PTO) accruals to other schools or districts. Vacation days will be cashed out upon separation from ACE.

School-Year Staff

Full-time SYS are entitled to earn 0.14 hours of paid vacation per day worked, as well as holidays and breaks (excluding summer break), over the 11-month school year (approximately 32 hours each year). Vacations days are not transferable between employees. Part-time employees accrue vacation on a pro-rated basis.

SYS may accrue up to a maximum of 64 hours of vacation. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation will resume accrual. ACE does not grant compensation for any period of time during which the accrued vacation was at its cap. ACE encourages SYS to take vacation annually. An SYS employee whose employment terminates will be paid for unused, accrued vacation days at the rate of pay in effect on the date of termination. SYS are not required to work the following school closure days: October break, Winter Break, Presidents' days, Spring Break and the summer break.

School Site, Year-Round Staff

Full-time SYRS can earn up to 40 hours of vacation annually. SYRS accrue 0.16 hours per day worked, as well as holidays. Part-time employees accrue vacation on a pro-rated basis. Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence or termination of employment.

Employees may earn up to a maximum of 80 hours. Once this cap is reached, no further vacation will accrue until some Vacation is used. When some vacation is used, vacation will resume accruing. ACE does not grant vacation compensation for any period of time during which the accrued vacation was at its cap. ACE encourages SYRS to take vacation annually. A SYRS employee whose employment terminates will be paid for unused, accrued vacation days at the rate of pay in effect on the date of termination.

SYRS are not required to work the following school closure days like: November break, Winter Break, Presidents' Week, and Spring Break and the summer break. Please refer to the current school calendar for an updated list of school closure dates. Vacation days are not transferable between employees.

Year-Round Staff

Full time YRS employees can earn up to 160 hours per year of active service. YRS accrue vacation days on a daily basis at the rate of 0.62 hours. Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence or termination of employment.

Full time YRS employees may accrue up to a maximum of 320 hours. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation will resume accruing. ACE does not grant vacation compensation for any period of time during which the accrued Vacation was at its cap. ACE encourages YRS to take vacation annually. A YRS employee whose employment terminates will be paid for unused, accrued vacation days at the rate of pay in effect on the date of termination. ACE does not accept nor send vacation accruals to other schools/districts.

Year-Round Staff – 0.75 FTE

YRS 0.75 full time equivalence (FTE) exempt employees can earn up to 120 hours per year of active service. YRS 0.75 FTE accrue vacation days on a daily basis at the rate of 0.47 hours. Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence or termination of employment.

Full time YRS employees may accrue up to a maximum of 320 hours. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation will resume accruing. ACE does not grant vacation compensation for any period of time during which the accrued Vacation was at its cap. ACE encourages YRS to take vacation annually. A YRS employee whose employment terminates will be paid for unused, accrued vacation days at the rate of pay in effect on the date of termination. ACE does not accept nor send vacation accruals to other schools/districts.

2. Sick Leave

Paid sick leave is available to all ACE employees who work at least 30 days within the span of a single calendar year from the commencement of employment. Sick leave may be taken for the following reasons: (1) diagnosis, care or treatment of an existing health condition for an employee or covered family member, as defined herein; (2) preventative care for an employee or an employee's covered family member; and (3) for certain, specific purposes when the employee is a victim of domestic violence, sexual assault or stalking. For purposes of this leave, a covered family member includes: (1) a child, defined as a biological, foster or adopted child; stepchild; legal ward, regardless of the age or dependency status of the child; or a child for whom the employee has accepted the duties and responsibilities for raising, even if he/she/they are not your legal child; (2) a parent of the employee, employee's spouse, or employee's domestic partner, defined as a biological, foster or adoptive parent; stepparent; legal guardian; or person who accepted the duties and responsibilities of raising the employee or the employee's spouse or domestic partner when such person was a minor child, even if he/she/they are not such person's legal parent; (3) a spouse; (4) a registered domestic partner; (5) a grandparent; (6) a grandchild; or (7) a sibling.

Part-time and temporary employees will receive 24 hours of sick leave at the beginning of each work year. Full-time staff — including SYS, SYRS, and YRS — will receive a total of 80 hours of sick leave per year. All Full-Time employees who start after the school year begins will have their sick leave prorated based on hire date:

- October 1 – December 31 = 60 hours
- January 1 – March 31 = 40 hours
- April 1 – June 30 = 24 hours

Unused, accrued sick leave for full-time staff, SYS, SYRS and YRS carries over from year-to-year, subject to a maximum accrual cap of 160 hours. For all other eligible employees, unused sick leave does not carry over from year-to-year.

Sick leave must be taken in a minimum increment of two hours. All employees are not allowed to draw against unearned/unaccrued sick leave. ACE does not pay employees in lieu of unused sick leave. ACE does not accept nor send sick accruals to other schools or districts.

Sick leave may only be used for the purposes specified in this policy.

Employees must provide reasonable advance notification via a Time-Off Request Form if a need for paid sick leave is foreseeable. Further, employees should schedule medical appointments in a manner that does not interfere with their job duties whenever possible. If the need for paid sick leave is unforeseeable, the employee must provide notice, either orally or in writing, for the leave as soon as practicable. A medical certification verifying the illness, or medical evidence of fitness to return to duty, may be required if an employee misses more than three consecutive days.

C. Insurance Benefits

1. Health Insurance

Full-time employees are entitled to health insurance benefits in accordance with ACE's health insurance plan as set forth in the Summary Plan Description ("SPD"). ACE currently pays 100%

of the premiums for medical, dental and vision coverage for all eligible employees. ACE pays 60% of the premiums for medical, dental and vision coverage for eligible dependents of eligible employees. Employee contributions will be deducted before tax from payroll. For the purposes of this policy, a “full-time employee” means an employee who works 30 or more hours per week. For more information on who qualifies as an eligible dependent, please reach out to the Business Office.

Unless otherwise mandated by law, employees on a leave of absence of more than 30 days are responsible for selecting continuing health coverage and paying the premium for such coverage. ACE generally does not continue to pay premiums for health insurance coverage for employees on unpaid leaves of absence unless required by law. Failure to timely request and pay for such coverage will result in the loss of coverage.

ACE shall pay the cost of premiums for employee health insurance benefits during the summer months. However, employees should be advised that they shall reimburse ACE for their portion of dependent health insurance coverage, in the form of a payroll deduction, upon their return to work in July.

2. Disability Insurance

All employees are enrolled in California State Disability Insurance (“SDI”), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries or may be eligible due to work related injuries if they are receiving workers’ compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Employment Development Department (“EDD”). Please be advised that ACE has no involvement with benefit determinations made by the EDD.

3. Paid Family Leave

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program available through the EDD. Eligible employees are entitled to receive up to six weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill parent, parent-in-law, child, spouse, registered domestic partner, grandparent, grandchild, or sibling or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Please be advised that ACE has no involvement with benefit determinations made by the EDD. To learn more about such benefits, you may visit the EDD website at www.edd.ca.gov.

4. Industrial Injury Leave (Workers’ Compensation)

ACE, in accordance with state law, provides insurance coverage for employees in case of work-related injuries. The workers’ compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure receipt any worker’s compensation benefits to which an injured employee may be entitled, the employee will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Business Office; and
- Provide the School with a certification from the employee's health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. ACE, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she/they are to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the ACE Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her/their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her/their personal physician at his/her/their own expense, but he/she/they are still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

5. COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her/their spouse, and eligible dependent children can continue for up to 18 months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct;
or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This 18-month period may be extended an additional 11 months in cases of disability subject to certain requirements. This 18-month period may also be extended an additional 18 months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her/their spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her/their spouse has not yet reached age 65; or
- The employee's dependent child reaches an age which makes him/her/them ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

ACE will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within 30 days of the event. ACE will then notify the employee or his/her/their dependents of the employee's rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- The employee (or his/her/their spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- ACE stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to 29 months due to disability and there has been a final determination that the employee is no longer disabled.

D. Leaves of Absence

Under certain circumstances, ACE may grant leaves of absence to employees. Employees must submit requests for leaves of absence in writing to the Human Resources Department as far in advance as is practicable. While on leave, employees should occasionally keep in contact with their Manager and Human Resources and must notify the Manager and Human Resources if the date to return to work changes. If an employee's leave expires and the employee fails to return to work without contacting the Manager and Human Resources, it will be presumed that the employee abandoned his/her/their position with ACE and employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her/their leave of absence, his/her/their employment may be terminated.

This Handbook summarizes leave that may be available to employees. Most leave policies have differing requirements for eligibility, duration, benefits, etc. Therefore, employees should contact the Business Office, to request specific information relating to a particular leave policy.

While out on a leave of absence, employees may not accept employment with another company or person unless agreed to in advance in writing by the ACE's Executive Director. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with ACE, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

Should an employee receive more compensation than he/she/they are due (as a result of a later return to work than expected or an earlier start date for his/her/their leave, for example), the employee shall reimburse ACE for the unearned wages received. Your pay/compensation is based on your employee classification and the related work calendar which defines your total workdays per year. A calculation is needed whenever there is an early term to adjust for actual days worked against days that may have already been paid. A calculation is needed whenever there is a late start to adjust for days included in the work calendar that were not worked.

1. Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to 12 workweeks (or 26 workweeks where indicated) of FMLA leave in any 12-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Eligible Employees

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least 12 months, worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave and worked at a location where the School has at least 50 employees within a 75-mile radius (except for purposes of baby-bonding where the threshold is twenty (20) employees).

Reasons for Taking Leave

The 12-week (or 26 workweeks where indicated) FMLA leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption or placement. If both parents are employed by the School, they will be entitled to a combined total of 12 weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his/her/their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment or physical or mental condition that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

- b. "Inpatient care" means a stay in a hospital, hospice or residential health care facility, any subsequent treatment in connection with such inpatient care or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her/them to the facility with the expectation that he/she/they will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school or perform other regular daily activities due to a serious health condition, its treatment or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. Because of the employee's own serious health condition caused by pregnancy, childbirth or related disability (FMLA only);
 4. To care for a spouse, domestic partner (CFRA only), child, or parent with a serious health condition.
 5. To care for a spouse, son, daughter, parent, or next of kin who is a covered servicemember with a serious injury or illness; in such instances, the employee may take a maximum of 26 weeks of FMLA leave pursuant to the FMLA only in a single 12-month period to provide said care.
 6. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces (FMLA only).

Length of FMLA Leave

1. FMLA leave can be taken in one or more periods, but may not exceed 12 workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of 12 of the employee's normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, "twelve workweeks" means 60 working and/or paid eight-hour days.
2. An employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall be entitled to a total of 26 workweeks of FMLA leave during a 12-month period to care for the servicemember.
3. The "12-month period" in which 12 weeks of FMLA leave may be taken is the rolling 12-month period measured backward from the date an employee uses any family leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's FMLA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
5. Where permitted, leave pursuant to FMLA, CFRA, PDL, workers' compensation and other similar statutes will run concurrently.

Pay During FMLA Leave

1. An employee on FMLA leave because of his/her/their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her/their sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her/their group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

ACE may recover the health benefit costs paid on behalf of an employee during his/her/their FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she/they work less than 30 days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she/they had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA leave because of his/her/their own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within 15 days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
2. Employees should provide not less than 30 days notice for foreseeable childbirth, placement or any planned medical treatment for the employee or his/her/their spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he/she/they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA leave request no later than five days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his/her/their own serious health condition, the employee must obtain a certification from his/her/their health care provider that he/she/they are able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Limitations on Reinstatement

1. ACE may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within 75 miles of the employee's worksite.
2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she/they qualify as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least 10 days to return to work following the notice of its intent to refuse reinstatement.

Employment During Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

2. Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each employee an unpaid leave of absence of up to four months, per pregnancy, as needed, for the period(s) of time an employee is actually disabled by pregnancy, childbirth or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of the job without undue risk to the employee, the successful completion of the employee's pregnancy or to other persons because of pregnancy or childbirth or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $\frac{1}{3}$ weeks).

For employees who work more or less than 40 hours per week, or who work on variable work schedules, the number of working days that constitutes four months is calculated on a pro rata or proportional basis. For example, for an employee who works 20 hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $\frac{1}{3}$ weeks). For an employee who normally works 48 hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $\frac{1}{3}$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth or related medical conditions) may be entitled to a reasonable accommodation. Entitlement to additional leave must be determined on a case-by-case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation or sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

ACE shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four months in a 12-month period. ACE can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return with the same seniority the employee had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from the employee's healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave

form and submitting it to the Human Resources. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

2. Employee should provide not less than 30 days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the employee is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, the employee must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if the employee would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within 60 calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the 60-day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with ACE policy, before an employee will be permitted to return from a

pregnancy disability leave of three days or more, the employee must obtain a certification from the employee's healthcare provider that the employee is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

ACE recognizes that special situations may arise where an employee must leave his/her/their job temporarily. At its discretion, Human Resources may grant employees unpaid leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

At the discretion of Human Resources, an unpaid medical leave of absence may be granted to employees who are not eligible for other leaves. Human Resources can provide additional information on medical leaves of absence, and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage. During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation, provided that the vacation was earned prior to the commencement of leave. No vacation is accrued during any type of unpaid leave of absence.

Taking any unpaid personal leave of absence may affect eligibility for employee benefits, including medical benefit plan coverage. Human Resources can provide additional information on personal leaves of absence.

4. Funeral/Bereavement Leave

Employees who have worked with ACE for more than 12 months will be allowed up to five consecutive days paid leave to arrange and attend the funeral of an immediate family member. Full-time SYS, SYRS and YRS staff members who have been employed with ACE for less than 12 months may use up to five consecutive days' of accrued vacation leave to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse/domestic partner, parent, legal guardian, sibling, child, current parent-/sister-/brother-in-law, grandparent, or grandchild. ACE will provide up to three consecutive days' paid leave in the case of an extended family member's or close friend's death. Extended family includes aunt, uncle, cousin, niece, or nephew. The employee must notify his/her/their immediate Manager as quickly as possible if he/she/they requires Funeral/Bereavement Leave. ACE reserves the right to request proof of bereavement by requesting a copy of the obituary, or death or funeral notice.

If any employee requires more than five days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation,

which may be granted in the discretion of ACE. Absence for Bereavement/Funeral Leave will be noted on the employee's timecard.

5. Military and Military Spousal Leave of Absence

ACE shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, ACE will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

ACE shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

6. Drug and Alcohol Rehabilitation Leave

ACE will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. ACE will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact Human Resources. ACE will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick and vacation time, if any, during the requested leave.

Nothing in this policy shall prohibit ACE from refusing to hire or discharge an employee who, because of his/her/their current use of alcohol or drugs, is unable to perform his/her/their duties or cannot perform the duties in a manner that would not endanger his/her/their health or safety or the health or safety of others.

7. Time Off for Adult Literacy Programs

ACE will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but ACE will assist the employee by providing the locations of local literacy education programs. ACE may also arrange for a literacy education provider to visit ACE.

An employee who wishes to reveal a problem of illiteracy and request ACE assistance should contact or Human Resources. ACE will take all reasonable steps to safeguard the employee's privacy. Non-exempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

8. School Activities Leave

As required by law, ACE will permit covered employees up to 40 hours of unpaid time off per calendar year to:

- participate in activities of the school or licensed child care provider, or to find, enroll or reenroll their children in a school or with a licensed child care provider, provided such time off does not exceed eight hours in any calendar month of the year;
- address a child care provider or school emergency.

For purposes of this leave, covered employees are the parents, stepparents, foster parents, guardians, grandparents, or persons standing *in loco parentis* to one or more children in kindergarten through grade 12 or with a licensed child care provider.

If more than one parent or guardian is an employee of ACE, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

9. School Appearances Leave

If an employee who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their Manager as soon as possible before leaving work. In agreement with California Labor Code section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

10. Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on Election Day for purposes of service. Please notify Human Resources of your commitment to act as election official as far in advance as possible.

11. Time Off for Jury and Witness Duty

ACE will provide non-exempt employees unpaid leave to serve, as required by law, on a jury or grand jury if the employee provides reasonable advance notice. ACE will also provide non-exempt employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify Human Resources of your commitment to serve on a jury or as a witness as far in advance as possible. Exempt employees will receive full salary unless they are absent for a full week and perform no work. No employee will face discipline or retaliation for such service.

12. Domestic Violence, Sexual Assault or Stalking Victims Leave

ACE provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault or stalking.
- Obtain services from a domestic violence shelter, program or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault or stalking.

To request leave under this policy, an employee should provide ACE with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide ACE one of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, ACE will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Human Resources Department. ACE will not discriminate or retaliate against an employee taking time off pursuant to this policy or for their

status as victims of domestic violence, sexual assault or stalking.

To the extent allowed by law, ACE will maintain the confidentiality of an employee requesting leave under this policy.

13. Volunteer Civil Service Personnel Leave

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law without discipline. Employees are requested to alert their immediate Manager or the Business Office of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that ACE will have advance notice of the employee's potential need to leave ACE in the event of an emergency. Any time an employee must perform emergency duties, he/she/they must notify Human Resources before leaving ACE's premises.

Employees who perform duties as a volunteer firefighter, reserve peace officer or emergency rescue personnel are entitled to a temporary leave of absence not to exceed an aggregate of 14 days per calendar year for the purpose of engaging in required training. Employees must provide Human Resources with advance notice of any training.

14. Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact your immediate Manager to request and schedule time off to vote.

15. Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a 12-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least 90 days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he/she/they are a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Health insurance premiums (and dependent coverage as applicable) will continue to be paid by ACE to the same degree they were paid before the leave began, subject to the terms, conditions and limitations of the applicable plans.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

16. Civil Air Patrol Leave

No employee with more than 90 days of service shall be disciplined for taking time off to perform emergency duty as a volunteer in the California Civil Air Patrol. If you are a Civil Air Patrol volunteer, please alert your Manager that you may have to take time off for emergency duty. When taking time off for emergency duty, please alert your Manager before doing so, giving as much advance notice as possible and presenting certification of the need for leave. Up to 10 days of leave for duty may be taken each year. However, leave for a single emergency mission cannot exceed three days, unless the emergency is extended by the entity in charge of the operation and the extension of leave is approved by ACE. This time off is not paid; however, you may use accrued vacation.

17. Crime Victims Leave

An employee who is him/her/themselves a victim or who is the family member (i.e., spouse, registered domestic partner, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father, or stepfather) of a victim of felony theft, felony embezzlement, a violent felony, or a serious felony may take time off from work to attend judicial proceedings related to the felony theft, felony embezzlement, violent felony, or serious felony under the following circumstances:

1. The crime must be felony theft, felony embezzlement, or a violent or serious felony, as defined by law, including murder and solicitation of murder, kidnapping, carjacking, rape, stalking, domestic violence, sex offenses, DUI vehicular manslaughter and other vehicular deaths, and child abuse that caused significant harm or death; and,
2. You must be the victim of a crime, or you must be an immediate family member of a victim, a registered domestic partner of a victim, or the child of a registered domestic partner of a victim. A victim of a serious crime includes those individuals who have suffered direct or threatened physical, psychological, or financial harm as a result of a commission or attempted commission of a crime or delinquent act.

Further, an employee who is him/her/themselves a victim or who is the family member (i.e., spouse, registered domestic partner, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father, stepfather, or guardian) of one of the below-enumerated covered offenses may take time off from work to be heard at a proceeding in which a right of the victim is at issue, including any delinquency proceedings involving a post-arrest release decision, plea, sentencing, or post-conviction release decision.

Such covered offenses include: vehicular manslaughter while intoxicated; felony child abuse likely to produce great bodily harm or a death; assault resulting in the death of a child under eight years of age; felony domestic violence; felony physical abuse of an elder or dependent adult; felony stalking; solicitation for murder; a serious felony, such as kidnapping, rape, or assault; hit-and-run causing death or injury; felony driving under the influence causing injury; and specified sexual assault.

A registered domestic partner means a domestic partner who is registered in accordance with California state law.

ACE will not discharge, discriminate against, or retaliate against you for taking time off from work to attend judicial proceedings related to the crime or involving your victim rights.

Before you are absent for such a reason, you must provide documentation of the scheduled proceeding. Such notice is typically given to the victim of the crime by a court or government agency setting the hearing, a district attorney or prosecuting attorney's office, or a victim/witness office.

If advance notice is not possible, you must provide appropriate documentation within a reasonable time after the absence.

Any absence from work to attend judicial proceedings will be unpaid, unless you choose to use accrued vacation.

18. Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director 30 days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Executive Director.

E. Employee Referral Program

ACE is always looking for talented individuals to join the ACE team, and employees can help by referring candidates for open positions. Research has shown, and ACE's own experience supports, that new hires who come to our organization via an employee referral tend to be excellent contributors, stay with the organization longer and are more cost effective to recruit. What's more, if an individual that an employee refers is hired by ACE, the Employee will be eligible to receive a substantial bonus (with some exceptions) as shown below.

Referral Eligibility

All full-time and part-time active employees of ACE are eligible to make a referral for an approved open position. Members of CMO staff are ineligible to receive a referral bonus. Principals and Assistant Principals are ineligible to receive a bonus related to any candidate that they refer for a position that reports to their school site. They may, however, refer a candidate for positions at other ACE schools or the CMO and be eligible to receive the referral bonus if the candidate is hired and all other program conditions are met. Your referral will remain active for six months from the date received by Human Resources. Subsequent to this six-month period, you will need to re-submit a previous candidate for consideration to be eligible for a referral bonus. If a referral is received from multiple employees (within a six-month period), the referral bonus will be awarded to whoever submitted the referral first. If the referred individual submits his/her/their resume to

ACE directly or is submitted to ACE by another source PRIOR to your referral, you will not be eligible for any referral bonuses. Employees may refer relatives, but no referral bonuses will be paid for the hiring of employees' relatives. Contractors and other non-employee positions are not referrals under this program. Past employees in any capacity whose employment with ACE ended within the past 12 months, as well as current temporary contract employees, will not be considered eligible as an employee referral. To be eligible for a referral bonus, you must be a current employee at the time of referral and at the time of payout.

F. Tuition Reimbursement

ACE believes that learning is a lifelong endeavor and will support staff who return to school. As such, ACE shall reimburse eligible employees up to \$2,000 annually for mission-aligned tuition costs. Full-time employees are eligible for tuition reimbursement. To be reimbursed, Employee shall receive advance approval from his/her/their direct Manager. Employees will receive the reimbursement upon completion of the course or program.

VIII. Employment Evaluation and Separation

A. Employee Reviews and Evaluations

Employees will receive periodic performance reviews conducted by their immediate Manager. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or job retention. Salary increases and promotions are solely within the discretion of ACE and depend upon many factors in addition to performance. After the review, the employee will be required to sign the evaluation report simply to acknowledge that it has been presented, that the employee has discussed it with his/her/their immediate Manager, and that the employee is aware of its contents. The evaluation system in no way alters the employment at-will relationship.

Newly hired employees may have their performance goals reviewed by their immediate Manager within the first 90 days of employment.

Failure to evaluate an employee shall in no way prevent ACE from disciplining or releasing an employee consistent with the at-will nature of employment.

B. Discipline and Involuntary Termination

All employees work for ACE on an at-will basis unless the employee has a written contract stating terms to the contrary. At-will employees may be released either with or without cause or advance notice. Violation of ACE's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. ACE's disciplinary system is informal and ACE may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including release from at-will employment upon the first offense. Taking disciplinary action against an at-will employee short of release from employment will not alter the at-will nature of the employment.

C. Voluntary Termination

Either the employee or ACE may terminate the employment relationship at any time, with or without notice and with or without cause. While it is not required, ACE requests that employees electing to resign give as much advance notice as possible (preferably at least two weeks) to allow ACE to plan for the employee's departure. Please note that much of the language below applies to all terminations, voluntary and involuntary.

An exit interview will normally be scheduled on the last day of work with your immediate Manager and the Business Office (or other senior manager as deemed appropriate). The purpose of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information and to provide the employee with the opportunity to make any

constructive comments and suggestions on improving the working environment at ACE. ACE appreciates receiving candid opinions of the employee's employment.

In the event of termination, your medical and dental coverage remain in effect until the end of the month of employment. According to the federal Consolidated Omnibus Budget Reconciliation Act of 1985 ("COBRA"), in the event of your termination of employment with ACE or loss of eligibility to remain covered under our group medical insurance program, you and your eligible dependents may have the right to continued coverage under our medical insurance program for a limited period of time at your own expense. COBRA information will be provided to you on or before your final day of work, or mailed to your home address. For teachers who resign during the summer, the last day worked will be used as the last day of employment. COBRA eligibility for continued health coverage will begin the first day of the month following the last day worked.

Employees will receive distribution information regarding ACE retirement plans from the Business Office during the exit process.

All ACE-owned property, including computers, instructional materials, equipment, supplies, keys, identification badges, cell phones and credit cards, must be returned to your direct Manager immediately upon termination of employment.

If you have Direct Deposit, your final pay, including pay for any earned but unused vacation time, will be issued as a live check on your last day of employment. If you are not able to pick up your final paycheck in person, you can then request in writing for your check to be mailed to your last known address. It is your responsibility to notify ACE of any address, telephone or other changes in contact information. Please note that failure to submit changes in a timely manner may lead to a delay in you receiving your final paycheck, tax (W-2) and benefits information.

D. References

All requests for references and employment verifications must be promptly directed to the Business Office. When contacted for a reference or employment verification, ACE will only provide information concerning dates of employment and the title of the last position held. Other employees (outside the Business Office) may not provide any employment verifications or act as a reference for any other employees.

IX. Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation.”

Open Door Policy

ACE wishes to provide the most positive and productive work environment possible. To that end, it has an open-door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, ACE or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact your direct Manager with your questions or concerns. If the situation is not resolved to your satisfaction, please contact the Director of Schools or the Business Office, preferably in writing, who will further investigate the issue.

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate Manager. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate Manager have failed or if not appropriate;
2. The complainant will reduce his/her/their complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation; and
3. If the complaint is about the Executive Director, the complainant may file his/her/their complaint in a signed writing to the Board President, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report his/her/their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his/her/their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board. The decision of the Board shall be final.

General Requirements

4. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
5. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
6. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

X. Acknowledgement of Handbook and At-Will Employment

I acknowledge that I have received the 2019-2020 ACE Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of ACE's policies. I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between me and ACE.
- ACE is an at-will employer. I am free to terminate the employment relationship with ACE at any time; ACE, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, ACE may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and ACE for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that other than the Executive Director, with the written approval of the ACE Board of Directors, no Manager or representative of ACE has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. I understand that only the Executive Director, with the written approval of the ACE Board of Directors, have the authority to make any such agreement and then only in writing signed by the Executive Director.

I understand that this Handbook supersedes any prior Handbooks or policy manuals regarding employment with ACE that were issued by ACE. I understand that ACE may add to, modify, or delete any of the policies and procedures contained in the Employee Handbook from time to time.

School Site: _____

Employee's Name: _____

Employee's Signature: _____

Date: _____

Managers Signature: _____

Date: _____

Appendix A
Harassment/Discrimination/Retaliation Complaint Form

It is the policy of the School that all of its employees be free from harassment, discrimination and retaliation. This form is provided for you to report what you believe to be harassment, discrimination or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination or retaliation.

If you are an employee of the School, you may file this form with your Manager, Human Resources or the Executive Director.

Please review the School's policies concerning harassment for a definition of harassment, discrimination and retaliation for definition of such unlawful conduct and a description of the types of conduct that are considered to be unlawful.

ACE will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed or discriminated or retaliated against you or someone else:

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date:

Print Name

Received by: _____

Date:

Appendix B
Internal Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date:

Print Name

To be completed by School:

Received by: _____

Date:

Appendix 12



Financial Documents

Budget Narrative

Five-year Budget and Cash Flow Projections

LCFF Calculator

Key Highlights

- **Enrollment**
 - Enrollment growth modeled to be essentially flat (245 in 2019-20 and 224 in 2020-21) and then growing at 1.4% from a baseline of 220 in 2021-22 to 235 over the 5-year renewal period).
 - ACE believes it can deliver a sustainable academic and fiscal model on the 2020-21 and projected enrollment levels laid out.
- **Public Funding & Philanthropy**
 - 5% Public funding cut in 2021-22 (2nd year of recession) and no additional deferrals. Growth in 2022-23 at 0% growing to 3% in 2025-26
 - Philanthropy allocated is achievable based on past fundraising efforts
- **Personnel Costs**
 - 5% salary cut in 2021-22 to match the funding cut projected
 - STRS modeled at 16.00% in 2021-22 and then assumed at 18.10% over the remainder of the renewal cycle
 - Medical benefits escalating at 6% annually
- **Net Income & Reserves**
 - Net Income negative for 2020-21 through 2022-23 and thereafter is positive
 - Reserve usage till 2022-23, but reserves even after usage still reasonably strong at 14.7% and then slowly build the reserves back up and maintain a 14% level
- **Cash Flow & PPP Loan Forgiveness**
 - 2020-21 deferrals' solution to be in place by Dec 2020, at the latest. Potential solutions include:
 - Renegotiating current Line of Credit to accommodate \$1.75M-\$1.9M need due to deferrals
 - Evaluating the State's Deferral Financing program for Charter Schools ("ASAP")
 - Evaluating private CSFA-backed pooled Revenue Anticipation Note ("RAN") focused solely on Charter Schools
 - PPP Loan forgiveness not assumed in this projection. PPP proceeds used to fund eligible payroll costs in the June – August 2020 timeframe. These proceeds assumed to be repaid in the projections by the end of the 2020-21 school year. This is to address the fact that the benefit of the PPP either in terms of loan forgiveness or cash flow is not contemplated in the renewal period (2021-22 through 2025-26).

General Overview

ACE Empower Academy is currently in its 13th year of operation. The financials presented include 2020-21 (year before renewal) + 5 years of the period of renewal under the Charter Renewal Petition. The years covered are 2021-22 (Year 1, year ending June 30, 2022) through 2025-26 (Year 5, year ending June 30, 2026). The school has its own permanent campus at 625 Sunset Avenue in the Mayfair neighborhood in East San Jose.

ACE Empower Academy – 2020-21 to 2025-26 Budget Narrative

Enrollment

Enrollment at ACE Empower Academy has been declining steadily over the last 4 years due to gentrification of the Mayfair community in East San Jose, where ACE Empower Academy is located.

Grades	2016-17	2017-18	2018-19	2019-20
5 th	49	45	31	27
6 th	106	90	77	66
7 th	98	101	82	69
8 th	107	93	99	83
Total	360	329	289	245
ADA	336.5	313.0	277.2	233.6

Given the above historical enrollment and COVID-19's uncertain impact on enrollment in 2021-22 and beyond, ACE is modeling a more conservative enrollment outlook for this upcoming renewal 5-year period. ACE Empower is currently operating in Distance Learning since March 16, 2020 and opened school on August 11, 2020 in full Distance Learning mode (in compliance with Santa Clara County Public Health Department directives). Given the Hold Harmless protection enacted as part of the 2020-21 State Budget, ACE Empower will be compensated on the 2019-20 enrollment and ADA reflected above. For purposes of the revised 2020-21 Budget (45-Day Budget Revision) adopted by the ACE Board on August 19, 2020, ACE projected enrollment of 210. Current enrollment after 3 weeks of Distance Learning is at 224 for the 2020-21 school year. However, due to the hold harmless protection, ACE is expected to be compensated on the higher 2019-20 Enrollment and ADA of 245 and 233.6.

Please see table for projected enrollment over the renewal period.

Grades	2021-22	2022-23	2023-24	2024-25	2025-26
5 th	30	30	30	30	30
6 th	55	60	60	60	60
7 th	70	70	75	75	75
8 th	65	65	65	65	70
Total	220	225	230	230	235
ADA	210.1	214.9	219.7	219.7	224.4

Student Demographics

Unduplicated Pupil Percentage ("UPP") of 97.28% used throughout the projections. The single-year UPP for the school was 97.34% and 97.95% in 2018-19 and 2019-20 respectively. The UPP for Alum Rock School District is 85.11% in 2019-20 which has been used in the FCMAT calculator. Consequently, ACE Empower Academy receives both Supplemental & Concentration funding.

ACE Empower Academy – 2020-21 to 2025-26 Budget Narrative

Public Funding

ACE Empower Academy receives public funding from the following revenue sources:

- LCFF (State Aid + EPA) from the State
- LCFF (In-Lieu of Property Taxes) from Alum Rock School District
- Federal Title I and II
- Mandate Block Grant
- Lottery (Restricted & Unrestricted)
- Special Education AB602 Funding (from El Dorado SELPA)
- Level 2 Mental Health Funding (from El Dorado SELPA)
- ASES funding for the Afterschool program
- SB 740 Lease Reimbursement (modeled at 90% level aligned to CSFA guidance on level of funding for program and costs covered)

Public Funding Outlook

- Conservative revenue growth rates modeled in 5-year projections
- LCFF Cut by 5% in 2021-22 versus 2020-21 (2020-21 same as 2019-20 funding levels) ^{See Note 1 Below}. ACE has applied conservatism to the Public Funding landscape for the purposes of this renewal petition. The growth rates used are summarized below:

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<i>LCFF Growth Rate Used %</i>	0%	-5%	0%	1.75%	2.25%	3.00%
<i>Federal Revenue Growth Rate</i>	0%	0%	1%	1%	1%	1%
<i>Other State Revenue Growth Rate</i>	0%	0%	1%	1%	1%	1%

Note 1: In the Great Recession, the CA Budget Shortfall in FY 2011 was about 50%-60% less than the Budget Shortfall in FY 2010 (the 1st full year after recession had started). Based on the past pattern, 5% cut has been modeled in 2021-22 (based on the fact that the 10% cut proposed by Governor Newsom was replaced by significant deferrals).

ACE Empower Academy – 2020-21 to 2025-26 Budget Narrative

Philanthropy

- ACE has allocated philanthropy to ACE Empower Academy over the last 3 years, as follows:
 - 2017-18: \$200,000 Total Raised by ACE: \$1.75M
 - 2018-19: \$190,000 Total Raised by ACE: \$1.73M
 - 2019-20: \$120,000 Total Raised by ACE: \$1.46M
- ACE has demonstrated over the last 3 years to successfully supplement public funding to support the academic program at ACE Empower Academy, despite declining enrollment pressures
- ACE is committed to raising sufficient money for the ACE network and being able to allocate the following level of philanthropy to ACE Empower Academy over the renewal period
- In 2020-21, due to the uncertain environment, no philanthropy is allocated to ACE Empower and ACE Empower will use about \$250,000 of its substantial \$980,000 reserves. Despite the usage, ~\$729,000 in reserves at the end of 2020-21 is 19% of revenues and at the end of 2021-22, ~\$550,000 in reserves is still a healthy 17.2% of revenues.
- ACE is in the process of adding more Fundraising capacity to raise the additional funds needed for the ACE network in 2022-23 and beyond. ACE has added fundraising capacity since 2019-20 with the hire of the Strategic Development Manager. In 2020-21, ACE has added a Communications and Development Manager and is looking to add a Director of Development to the team in the next 9-15 months. In addition, the ACE CEO continues to spend a substantial amount of his time on Fundraising.

Teacher Staffing

The teacher staffing model assumed is as follows:

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# of General Education Teachers	9	8	8	8	9	9
# of General Education Resident Teachers	2	1	1	1	1	1
# of Special Education Teachers	2	2	2	2	2	2
Avg. Tenure of General Education Teachers	4.1 Years	4.1 Years	4.1 Years	4.1 Years	5.1 Years	5.1 Years

Please note that in 2021-22, due to the pandemic and the attendant effects on the academic program, 1-2 additional Resident Teachers are also hired to address learning loss and promote student engagement. ACE has been recruiting non-credentialed entry-level staff interested in the

ACE Empower Academy – 2020-21 to 2025-26 Budget Narrative

teaching profession. These staff are referred to as Resident Teachers and over a 1-year period will get exposure to the ACE student and learn the ACE model and will migrate to a fully-credentialed Year 1 teacher position after one year in the ACE Resident Teacher program.

Salary & Benefits

- Salaries in 2021-22 have been reduced by 5% to balance expenses versus the 5% funding cut modeled.
- In subsequent years (2022-23 and beyond), 2% salary growth is modeled for non-teaching staff. For teachers, the salary increase is commensurate to the additional years of experience on ACE's Teacher salary scale.
- The salary scale for ACE teachers ranges from \$55,300 for a Year 1 teacher to \$81,600 for a Year 10 teacher.
- Given the average teacher years of experience is 4.1 years, the average teacher salary is between \$62,800 and \$65,300.
- The average compensation paid to the School Leadership Team (Principal & Assistant Principal) is \$105,000-\$110,000.
- All ACE Certificated Teachers and Administrators are enrolled in the CalSTRS Retirement system from their 1st day of service at ACE
- STRS' employer contribution rates modeled at 16.15% for 2020-21, 16.00% for 2021-22 and 18.10% in 2022-23 onwards.
- ACE offers a very competitive Health Benefits package (which includes Medical, Dental & Vision). Based on the ACE-commissioned study of compensation and benefits conducted by an external 3rd party consultant in September 2017-January 2018, the health benefits package offered was a lower-cost plan (with good coverages) versus neighboring districts and charters. ACE offers 100% coverage for the employee and 60% for dependents (based on a strong health insurance plan offered by Kaiser)
- ACE also offers a 401K retirement plan option for all staff and an employer match (of up to 4%).
- ACE also provides free coverage of up to \$50,000 in coverage for Accidental Death
- ACE also provides a tax-advantaged FSA plan for Healthcare and Dependent care for employees, at the employee's cost

Special Education Contracted Costs

- Special Education costs outlined in the renewal projections represent costs paid to outside vendor-partners for speech therapy, occupational therapy, adaptive PE, psychology and counseling services
- In 2020-21, ACE has hired an in-house Psychologist which helps in providing more coordinated and in-sourced targeted psychology support services
- The renewal projections reflect no non-public school placements for students. The last time ACE Empower Academy had a NPS placement was in 2018-19. Consequently, the projections do not include any costs or revenues (Level 3 Mental Health) associated with NPS student placements. A NPS placement for a full year costs about \$95,000-\$110,000 with Level 3 Mental Health revenues covering about 50%-55% of the above costs.

Facilities

- ACE Empower Academy has entered into a lease with ACE Charter School Foundation as a sole member of ACE Charter School LLC for the lease of the space at 625 S Sunset Avenue in San Jose.
- ACE Empower makes lease payments to the Foundation/LLC on a monthly basis.
- The monthly lease payments made by ACE Empower Academy cover the cost of the ground lease payments that ACE Charter School LLC needs to make to Alum Rock School District and the debt service payments that the LLC makes to the Bondholders.
- The Facilities payments reflected in the projections reference a lease payment reduction associated with a temporary debt service relief with the Bondholders (please see section below for more detail)

Lease Payment Reduction

- ACE is restructuring the debt service requirements under the current Bond amortization schedule for a short-term period (2020-21 to 2023-24/2024-25).
- This is expected to be completed by the 1st Quarter of calendar year 2021.
- The amount to be redeemed under the Bonds is \$1.4M plus interest reductions of approximately \$150,000.
- This total debt service relief is shared between ACE Empower Academy and ACE Esperanza (authorized by Franklin McKinley School District). ACE Empower receives 40% of the relief under the existing Bond agreement.
- Under the existing Bond documents, any unused Bond proceeds from the original issuance in November 2016, can be used to redeem the bonds. The bond documents provide for flexibility on how the unused bonds can be used to redeem the bond debt service, after the redemption has been done.
- As a result of this provision, the following levels of debt service reduction have been modeled into the projections submitted in this petition.

	2020-21	2021-22	2022-23	2023-24	2024-25
Debt Service Relief Reflected In Lease Payments	\$60,372	\$160,330	\$153,250	\$154,000	\$92,048
% of Annual Debt Service Relief	40%	100%	100%	100%	60%

Net Income

- From 2016-17 to 2018-19, ACE Empower has generated positive net income. Based on initial unaudited results for 2019-20, ACE Empower will also yield positive net income of around \$23,000.

ACE Empower Academy – 2020-21 to 2025-26 Budget Narrative

- For 2020-21 to 2022-23, ACE Empower will spend down its substantial reserves to fund the deficit. Reserves projected to be ~\$489,000 at the end of 2022-23 (which translates to 14.7% of revenues or 14.4% of expenses).
- For 2023-24, 2024-25 and 2025-26, ACE is projecting to generate positive net income of \$5,000 to \$25,000 and grow the reserves.

Reserves

- Reserves at the end of 2019-20 are projected to be \$989,000 (based on the Unaudited Financials for 2019-20). The \$989,000 represents a reserve level of 28%.
- Please note that the \$989,000 reserve level excludes the effect of the negative deferred lease rent adjustment of about \$735K that is reflected in the Unrestricted Net Assets.
- All comments here regarding reserves exclude the effect of the negative deferred lease rent adjustments.
- Despite spending down the reserves in 2020-21 through 2022-23, reserves are still at 14.7% of revenues or 14.4% of expenses and is maintained at the 14% level across the renewal period.
- The reserve levels (\$ and %) over the renewal period reflect the projected enrollment modeled.

Effect of Deferrals on Cash Flow

- Based on current information available around the State deferrals to be in place from February 2021 through June 2021, ACE Empower expects to have ~\$720,000 in revenues deferred.
- To counter this deferral, we have reflected a borrowing of \$450,000 for ACE Empower Academy. ACE is currently working and negotiating with its existing lender, Heritage Bank, to secure an increase in the existing line of credit. ACE is also going to pursue the Revenue Anticipation Notes public bond financing avenue being underwritten by the CSFA.
- Please see the “Adjustments to Determine Cash Flow” section of the Cash Flow statement, to see the level of deferrals and the repayment of the deferrals

Cash Balance

- The cash balance reflected in the Cash Flow projection section reflects a borrowing of \$450,000 to deal with the deferrals expected in February 2021 onwards
- ACE is pursuing the following options to secure financing to help all ACE schools (including ACE Empower Academy) to secure sufficient cash to ride through the deferrals. ACE is focused on 2 main tracks to secure the financing:
 - Discussions with ACE’s existing bank, Heritage Bank, to secure financing that complements the existing Line of Credit ACE has with Heritage Bank. ACE expects to have clarity around this option by mid-October 2021.
 - Pursuing Revenue Anticipation Notes (RANs) financing – working with Stifel (ACE’s Public Bonds underwriters for the Public Bonds issued for campus financing for ACE

ACE Empower Academy – 2020-21 to 2025-26 Budget Narrative

Empower and ACE Esperanza) to submit package either directly to Stifel or to CSFA to secure the requisite amount of financing

- ACE expects to be in a position to engage with the various financing options by early October, 2021
- Please see the last row in the Cash Flow tab to see the monthly cash balance
- Year-end cash balance projected to be around \$200,000 in the out years

PPP Loan Status in Projections

- ACE secured \$1.875M in PPP Loan financing in April 2020.
- ACE is working on spending down the loan and has spent down the loan in August 2020.
- ACE intends to submit its application for loan forgiveness by October 2020 (if the lender's portal to accept applications for loan forgiveness is operational). ACE expects a decision on the loan forgiveness application by February-March 2021.
- Given the timelines and uncertainty around the Loan Forgiveness, ACE has not reflected any of the loan forgiveness as income in these projections.
- However, these projections do show the PPP Loan proceeds being used to spend on qualified eligible expenses in the June – August 2020 timeframe. The projections show the repayment of the PPP proceeds by June 2021. There is no income or cash flow benefit modeled from the PPP during the renewal period (July 1, 2021 through June 30, 2026). Please see the section below "Adjustments to Determine Cash Flow" to see how much PPP proceeds are being used as cash flow and when they are being repaid to ensure that there is no cash flow benefit either.

ACE Empower

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
- Enrollment	210	220	225	230	230	235
- Enrollment Paid for	245	220	225	230	230	235
- Public Revenues	\$ 2,763,423	\$ 2,736,066	\$ 2,794,785	\$ 2,893,754	\$ 2,964,096	\$ 3,098,860
- One-Time Revenues	\$ 816,065	\$ -	\$ -	\$ -	\$ -	\$ -
- Fundraising	\$ -	\$ 195,000	\$ 280,000	\$ 285,000	\$ 385,000	\$ 400,000
- Payroll Expenses	\$ (1,970,993)	\$ (1,758,041)	\$ (1,808,493)	\$ (1,825,273)	\$ (1,892,134)	\$ (1,899,108)
- Facility Lease Payment (net of SB740)	\$ (238,401)	\$ (224,553)	\$ (246,431)	\$ (239,348)	\$ (294,307)	\$ (390,981)
- Gross Facility Lease Payment	\$ (488,585)	\$ (480,738)	\$ (493,804)	\$ (492,570)	\$ (556,069)	\$ (655,460)
- SB 740 Revenues	\$ 250,185	\$ 256,185	\$ 247,373	\$ 253,222	\$ 261,762	\$ 264,480
- Other Expenses	\$ (748,882)	\$ (796,253)	\$ (790,821)	\$ (802,956)	\$ (826,697)	\$ (848,320)
- Fees	\$ (407,558)	\$ (282,045)	\$ (295,930)	\$ (305,832)	\$ (322,708)	\$ (337,176)
- Transfer of Construction-Related Grant Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
- One-Time COVID Expenses	\$ (467,358)	\$ (50,000)	\$ -	\$ -	\$ -	\$ -
- Net Income	\$ (253,705)	\$ (179,827)	\$ (66,890)	\$ 5,345	\$ 13,249	\$ 23,275
Reserve \$ (without the effect of the Deferred Lease Expense non-cash accounting adjustment)	\$ 735,593	\$ 555,766	\$ 488,876	\$ 494,221	\$ 507,470	\$ 530,745
Reserve %	19.2%	17.4%	14.7%	14.4%	14.1%	14.1%
- Year-End Cash Balance	\$ 394,417	\$ 392,885	\$ 262,730	\$ 263,817	\$ 251,427	\$ 277,282

Non-Cash Accounting Deferred Lease Adjustments Not Reflected In Above Financials

Impact of Deferred Lease Rent Expense On Net Income Above	\$ (44,840)	\$ 32,270	\$ 38,256	\$ 37,772	\$ 39,320	\$ 46,663
Impact of Deferred Lease Rent Liability on Reserves Above	\$ 779,203	\$ 746,932	\$ 708,676	\$ 670,904	\$ 631,585	\$ 584,922

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26
ENROLLMENT		245.0	220.0	225.0	230.0	230.0	235.0
ADA		233.6	210.1	214.9	219.7	219.7	224.4
Obj Code	Res Code						
State/Revenue Limit Sources							
8011	LCFF - State Portion	\$ 1,657,470	\$ 1,377,148	\$ 1,423,590	\$ 1,477,745	\$ 1,494,341	\$ 1,556,116
8012	EPA	\$ 197,868	\$ 177,947	\$ 177,947	\$ 186,036	\$ 194,124	\$ 219,124
8096	General Fund (In Lieu of Portion)	\$ 648,134	\$ 582,882	\$ 582,882	\$ 609,377	\$ 635,872	\$ 670,872
Federal							
8220	5310 Federal Nutrition Program	\$ 100,539	\$ 106,755	\$ 111,267	\$ 115,855	\$ 117,319	\$ 122,033
8290	3010 Title I	\$ 141,742	\$ 132,002	\$ 139,870	\$ 137,785	\$ 138,713	\$ 141,708
8290	4035 Title II	\$ 12,360	\$ 12,122	\$ 12,192	\$ 12,263	\$ 12,286	\$ 12,359
8181	3310 Federal Special Ed	\$ 26,903	\$ 23,893	\$ 24,779	\$ 25,680	\$ 25,967	\$ 26,893
Other State & Local							
6500	Special Education - AB 602	\$ 122,347	\$ 110,029	\$ 113,655	\$ 117,013	\$ 117,854	\$ 121,284
6512	Special Education - MH-2	\$ 44,000	\$ 49,000	\$ 49,000	\$ 51,000	\$ 55,000	\$ 55,000
6512	Special Education - MH-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5310	State Nutrition	\$ 3,364	\$ 3,858	\$ 4,215	\$ 4,579	\$ 4,695	\$ 5,069
6030	Facilities - SB 740	\$ 250,185	\$ 256,185	\$ 247,373	\$ 253,222	\$ 261,762	\$ 264,480
	Lottery - Unrestricted	\$ 35,043	\$ 35,043	\$ 31,515	\$ 32,231	\$ 33,277	\$ 33,610
6300	Lottery - Prop 20	\$ 11,447	\$ 11,447	\$ 10,295	\$ 10,529	\$ 10,870	\$ 10,979
	Mandate Block Grant	\$ 3,939	\$ 3,939	\$ 3,578	\$ 3,659	\$ 3,778	\$ 3,816
6010	ASES/21st Century	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 120,000	\$ 120,000
8695	Fundraising Allocated	\$ -	\$ 195,000	\$ 280,000	\$ 285,000	\$ 385,000	\$ 400,000
RECURRING REVENUES		\$ 3,365,340	\$ 3,187,250	\$ 3,322,157	\$ 3,431,976	\$ 3,610,858	\$ 3,763,340
8260	3210 One-Time Discretionary Funding & ESSER Funds in 2020-21	\$ 125,920	\$ -	\$ -	\$ -	\$ -	\$ -
8260	3215 One-Time GEER Funds	\$ 19,780	\$ -	\$ -	\$ -	\$ -	\$ -
8260	3220 One-Time CARES Funds	\$ 268,804	\$ -	\$ -	\$ -	\$ -	\$ -
8260	7420 One-Time Prop 98 Funds	\$ 21,328	\$ -	\$ -	\$ -	\$ -	\$ -
8260	6010 ASES Carry-Over from 2019-20	\$ 28,500	\$ -	\$ -	\$ -	\$ -	\$ -
	Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ONE-TIME REVENUES		\$ 464,332	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES		\$ 3,829,672	\$ 3,187,250	\$ 3,322,157	\$ 3,431,976	\$ 3,610,858	\$ 3,763,340
Certificated Salaries							
1100/1200	Teachers & Support	\$ 761,400	\$ 662,203	\$ 663,343	\$ 676,610	\$ 740,145	\$ 740,145
1300	Admin	\$ 331,900	\$ 315,305	\$ 321,611	\$ 310,778	\$ 316,993	\$ 316,993
Classified Salaries							
2100/2200	Instruction & Support	\$ 242,720	\$ 195,281	\$ 201,294	\$ 205,320	\$ 172,867	\$ 172,867
2300/2400	Admin & Clerical	\$ 201,775	\$ 191,686	\$ 196,964	\$ 200,903	\$ 203,419	\$ 203,419
3000	Benefits	\$ 433,198	\$ 393,566	\$ 425,281	\$ 431,662	\$ 458,709	\$ 465,683
4200	Books	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
4300	Materials & Supplies	\$ 77,500	\$ 80,000	\$ 80,000	\$ 80,000	\$ 90,000	\$ 95,000
4400	Technology Hardware & Software	\$ 21,000	\$ 42,000	\$ 42,000	\$ 44,000	\$ 37,553	\$ 42,704
4700	Food Service	\$ 107,539	\$ 114,484	\$ 119,524	\$ 124,650	\$ 126,285	\$ 131,550
5200	Meals & Travel	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
5300	Dues & Memberships	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
5400	Insurance	\$ 21,500	\$ 21,500	\$ 22,500	\$ 23,500	\$ 24,500	\$ 25,500
5500	Utilities, Security & Janitorial	\$ 105,000	\$ 105,000	\$ 105,000	\$ 105,000	\$ 110,492	\$ 111,325
5600	Facilities Rent	\$ 488,585	\$ 480,738	\$ 493,804	\$ 492,570	\$ 556,069	\$ 655,460
5600	Repairs & Maintenance	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
5600	Copier Leases	\$ 24,000	\$ 24,000	\$ 24,213	\$ 24,446	\$ 24,682	\$ 24,921
Professional Services							
5800	PD to Academic Consultants	\$ 63,000	\$ 73,000	\$ 73,000	\$ 73,000	\$ 73,000	\$ 73,000
5800	Afterschool	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 120,000	\$ 120,000
5800	SpED ESY	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
5800	SpED Contracted Expenses	\$ 80,314	\$ 83,864	\$ 86,578	\$ 89,423	\$ 90,703	\$ 93,574
5800	Audit, Powerschool Support, Student & Staff Recruitment, Printing	\$ 34,500	\$ 34,500	\$ 34,616	\$ 34,640	\$ 34,665	\$ 34,690
5800	Payroll Fees, Background Checks & Health Inspection	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
5800	District Fees	\$ 25,035	\$ 21,380	\$ 21,844	\$ 22,732	\$ 23,243	\$ 24,461
5800	Management Fees	\$ 407,558	\$ 282,045	\$ 295,930	\$ 305,832	\$ 322,708	\$ 337,176
Other							
5900	Phone, Internet & Postage	\$ 18,494	\$ 18,525	\$ 18,545	\$ 18,566	\$ 18,574	\$ 18,596
6900	Depreciation	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -
7400	Interest	\$ 7,000	\$ 15,000	\$ -	\$ -	\$ -	\$ -
TOTAL OPERATING EXPENSES		\$ 3,616,019	\$ 3,317,077	\$ 3,389,047	\$ 3,426,631	\$ 3,597,609	\$ 3,740,065
COVID-19 Expenses							
2000	Staffing	\$ 127,358	\$ -	\$ -	\$ -	\$ -	\$ -
3900	Child Care Benefits	\$ 16,800	\$ -	\$ -	\$ -	\$ -	\$ -
4300	PPE & Cleaning Supplies	\$ 17,500	\$ 50,000	\$ -	\$ -	\$ -	\$ -
4400	Technology & Curriculum	\$ 124,700	\$ -	\$ -	\$ -	\$ -	\$ -
4400	Learning Management System	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -
5500	Janitorial & Deep Cleaning Contracts	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -
5500	HVAC Repairs & Maintenance	\$ 55,000	\$ -	\$ -	\$ -	\$ -	\$ -
5600	Outdoor Equipment & Signage	\$ 70,000	\$ -	\$ -	\$ -	\$ -	\$ -
5800	Extended Day Care - ASES Provider	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -
5800	Architect Fees	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -
ONE TIME COVID-19 EXPENSES		\$ 467,358	\$ 50,000	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES		\$ 4,083,377	\$ 3,367,077	\$ 3,389,047	\$ 3,426,631	\$ 3,597,609	\$ 3,740,065
NET INCOME		\$ (253,705)	\$ (179,827)	\$ (66,890)	\$ 5,345	\$ 13,249	\$ 23,275

		Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	FY 2020-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	FY 2021-22		
		24.0																									220.0		
		233.6																									210.1		
ENROLLMENT	ADA																												
(Ch) Code	Rev Code																												
State/Revenue Limit Sources																													
8011	LCCF - State Portion	\$ 70,294	\$ 70,294	\$ 126,529	\$ 126,529	\$ 126,529	\$ 126,529	\$ 126,529	\$ 126,529	\$ 176,847	\$ 176,847	\$ 176,847	\$ 176,847	\$ 1,657,470	\$ 68,857	\$ 68,857	\$ 123,943	\$ 123,943	\$ 123,943	\$ 123,943	\$ 123,943	\$ 123,943	\$ 123,943	\$ 123,943	\$ 123,943	\$ 123,943	\$ 1,377,148		
8012	EPD	\$ -	\$ -	\$ 48,487	\$ -	\$ -	\$ 49,411	\$ -	\$ -	\$ 49,467	\$ -	\$ -	\$ -	\$ 197,868	\$ -	\$ -	\$ 44,487	\$ -	\$ -	\$ 44,487	\$ -	\$ -	\$ 44,487	\$ -	\$ -	\$ -	\$ 177,547		
8026	General Fund (In Lieu of Portion)	\$ -	\$ -	\$ 108,022	\$ 54,011	\$ 54,011	\$ 54,011	\$ 54,011	\$ 54,011	\$ 54,011	\$ 54,011	\$ 54,011	\$ 54,011	\$ 648,134	\$ -	\$ -	\$ 97,147	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 582,882		
8220	5310 Federal Nutrition Program	\$ -	\$ -	\$ -	\$ 6,032	\$ 7,038	\$ 8,797	\$ 8,797	\$ 8,797	\$ 8,797	\$ 8,797	\$ 8,797	\$ 8,797	\$ 100,539	\$ -	\$ -	\$ -	\$ 6,405	\$ 7,473	\$ 9,341	\$ 9,341	\$ 9,341	\$ 9,341	\$ 9,341	\$ 9,341	\$ 9,341	\$ 9,341	\$ 106,755	
8290	3010 Title-I	\$ -	\$ -	\$ -	\$ 3,090	\$ -	\$ -	\$ -	\$ 8,652	\$ -	\$ -	\$ -	\$ 618	\$ 12,360	\$ -	\$ -	\$ -	\$ 3,031	\$ -	\$ -	\$ 8,485	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 606	\$ 12,122	
8181	3310 Federal Special Ed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,903	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,893	
Other State & Local																													
6500	Special Education - AB 602	\$ 6,117	\$ 6,117	\$ 11,011	\$ 11,011	\$ 11,011	\$ 11,011	\$ 11,011	\$ 11,011	\$ 11,011	\$ 11,011	\$ 11,011	\$ 11,011	\$ 122,347	\$ 5,501	\$ 5,501	\$ 9,903	\$ 9,903	\$ 9,903	\$ 9,903	\$ 9,903	\$ 9,903	\$ 9,903	\$ 9,903	\$ 9,903	\$ 9,903	\$ 9,903	\$ 110,029	
6512	Special Education - MH-2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 44,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 49,000	
6512	Special Education - MH-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 191,742	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 245,000	
5310	State Nutrition	\$ -	\$ -	\$ -	\$ 202	\$ 235	\$ 294	\$ 294	\$ 294	\$ 294	\$ 294	\$ 294	\$ 294	\$ 3,364	\$ -	\$ -	\$ -	\$ 231	\$ 270	\$ 338	\$ 338	\$ 338	\$ 338	\$ 338	\$ 338	\$ 338	\$ 338	\$ 3,568	
6030	Facilities - SB 740	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 125,092	\$ -	\$ -	\$ -	\$ 62,546	\$ 250,185	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 285,185	
	Lottery - Unrestricted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,359	\$ -	\$ -	\$ 12,966	\$ -	\$ -	\$ 7,359	\$ 35,043	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,359	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,043	
6300	Lottery - Prop 20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,151	\$ 12,447	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,447	
	Mandate Block Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,939	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,939	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,939	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,939	
6010	ASES/21st Century	\$ -	\$ -	\$ -	\$ 71,500	\$ -	\$ -	\$ -	\$ -	\$ 27,500	\$ -	\$ -	\$ -	\$ 110,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 71,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 110,000	
8695	Funding Allocated	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 195,000	
RECURRING REVENUES		\$ 76,411	\$ 76,411	\$ 295,030	\$ 307,811	\$ 198,825	\$ 261,408	\$ 200,643	\$ 508,424	\$ 340,894	\$ 250,961	\$ 313,507	\$ 320,643	\$ 3,365,340	\$ 74,359	\$ 74,359	\$ 275,480	\$ 296,587	\$ 190,162	\$ 247,883	\$ 192,098	\$ 445,577	\$ 277,051	\$ 192,098	\$ 314,644	\$ 392,801	\$ 3,187,250		
8260	3210 One-Time Discretionary Funding & ESSER Funds in 2020-21	\$ -	\$ -	\$ 31,480	\$ -	\$ -	\$ -	\$ -	\$ 31,480	\$ -	\$ -	\$ -	\$ -	\$ 62,960	\$ 125,920	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8260	3215 One-Time ESSER Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,890	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,780	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8260	7420 One-Time Prop 98 Funds	\$ -	\$ -	\$ -	\$ 67,201	\$ -	\$ -	\$ -	\$ 134,402	\$ -	\$ -	\$ -	\$ -	\$ 216,804	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8260	7420 One-Time Prop 98 Funds	\$ -	\$ -	\$ -	\$ 5,332	\$ -	\$ -	\$ -	\$ 10,664	\$ -	\$ -	\$ -	\$ -	\$ 5,332	\$ 21,328	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8260	6010 ASES Carry-Over from 2019-20	\$ -	\$ -	\$ -	\$ 14,250	\$ -	\$ -	\$ -	\$ 14,250	\$ -	\$ -	\$ -	\$ -	\$ 28,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
INTEREST INCOME		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
ONE-TIME REVENUES		\$ -	\$ -	\$ 31,480	\$ 14,250	\$ 72,533	\$ -	\$ 9,890	\$ 31,480	\$ 159,316	\$ -	\$ -	\$ 145,383	\$ 444,332	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL REVENUES		\$ 76,411	\$ 76,411	\$ 326,510	\$ 322,061	\$ 271,358	\$ 261,408	\$ 210,533	\$ 539,904	\$ 500,210	\$ 250,961	\$ 313,507	\$ 466,026	\$ 3,829,672	\$ 74,359	\$ 74,359	\$ 275,480	\$ 296,587	\$ 190,162	\$ 247,883	\$ 192,098	\$ 445,577	\$ 277,051	\$ 192,098	\$ 314,644	\$ 392,801	\$ 3,187,250		
Certificated Salaries		\$ 34,609	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 346,609	\$ 761,400	\$ 30,100	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 662,203	
1100/1200	Teachers & Support	\$ 34,609	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 69,218	\$ 346,609	\$ 761,400	\$ 30,100	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 60,200	\$ 662,203	
1300	Admin	\$ 27,658	\$ 27,658	\$ 27,658	\$ 27,658	\$ 27,658	\$ 27,658	\$ 27,658	\$ 27,658	\$ 27,658	\$ 27,658	\$ 27,658	\$ 27,658	\$ 27,658	\$ 331,900	\$ 26,275	\$ 26,275	\$ 26,275	\$ 26,275	\$ 26,275	\$ 26,275	\$ 26,275	\$ 26,275	\$ 26,275	\$ 26,275	\$ 26,275	\$ 26,275	\$ 315,305	
2100/2200 Instruction & Support		\$ 7,723	\$ 21,363	\$ 21,363	\$ 21,363	\$ 21,363	\$ 21,363	\$ 21,363	\$ 21,363	\$ 21,363	\$ 21,363	\$ 21,363	\$ 21,363	\$ 242,720	\$ 6,213	\$ 17,188	\$ 17,188	\$ 17,188	\$ 17,188	\$ 17,188	\$ 17,188	\$ 17,188	\$ 17,188	\$ 17,188	\$ 17,188	\$ 17,188	\$ 17,188	\$ 195,281	
2300/2400	Admin & Clerical	\$ 16,815	\$ 16,815	\$ 16,815	\$ 16,815	\$ 16,815	\$ 16,815	\$ 16,815	\$ 16,815	\$ 16,815	\$ 16,815	\$ 16,815	\$ 16,815	\$ 201,775	\$ 15,974	\$ 15,974	\$ 15,974	\$ 15,974	\$ 15,974	\$ 15,974	\$ 15,974	\$ 15,974	\$ 15,974	\$ 15,974	\$ 15,974	\$ 15,974	\$ 191,686		
3000	Books	\$ 36,100	\$ 36,100	\$ 36,100	\$ 36,100	\$ 36,100	\$ 36,100	\$ 36,100	\$ 36,100	\$ 36,100	\$ 36,100	\$ 36,100	\$ 36,100	\$ 433,938	\$ 32,797	\$ 32,797	\$ 32,797	\$ 32,797	\$ 32,797	\$ 32,797	\$ 32,797	\$ 32,797	\$ 32,797	\$ 32,797	\$ 32,797	\$ 32,797	\$ 393,566		
4200	Books	\$ -	\$ -	\$ 2,500	\$ -	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	
4300	Materials & Supplies	\$ 3,100	\$ 3,100	\$ 7,750	\$ 7,750	\$ 7,750	\$ 7,750	\$ 7,750	\$ 7,750	\$ 7,750	\$ 7,750	\$ 7,750	\$ 7,750	\$ 77,500	\$ 3,200	\$ 3,200	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 80,000		
4400	Food Service	\$ -	\$ -	\$ 9,410	\$ 9,410	\$ 9,410	\$ 9,410	\$ 9,410	\$ 9,410	\$ 9,410	\$ 9,410	\$ 9,410	\$ 9,410	\$ 107,539	\$ -	\$ 5,724	\$ 10,017	\$ 10,017	\$ 10,017	\$ 10,017	\$ 10,017	\$ 10,017	\$ 10,017	\$ 10,017	\$ 10,017	\$ 10,017	\$ 10,017	\$ 114,484	
5200	Meals & Travel	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ 4,200	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ 1,800	\$ 12,000	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ 4,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,800	\$ 12,000
5300	Dues & Memberships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,800	\$ -	\$ -	\$ 2,800	\$ -	\$ -	\$ 2,100	\$ 7,000	\$ -	\$ -	\$ 2,100	\$ -	\$ -	\$ 2,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,000	
5400	Insurance	\$ 4,300	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 21,500	\$ 4,300	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 1,720	\$ 21,500		
5500	Utilities, Security & Janitorial	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 105,000	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 105,000		
5600	Facilities Rent	\$ 45,715	\$ 45,715	\$ 45,715	\$ 45,715	\$ 45,715	\$ 45,715	\$ 35,715	\$ 35,715	\$ 35,715	\$ 35,715	\$ 35,715	\$ 35,715	\$ 488,585	\$ 40,061	\$ 40,061	\$ 40,061	\$ 40,061	\$ 40,061	\$ 40,061	\$ 40,061	\$ 40,061	\$ 40,061	\$ 40,061	\$ 40,061	\$ 40,061	\$ 480,738		
5600	Repairs & Maintenance	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 15,000	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 15,000		
5600	Copier Leases	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 24,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 24,000		
Professional Services		\$ -	\$ -	\$ 22,050	\$ -	\$ -	\$ 22,050	\$ -	\$ -	\$ 12,600	\$ -	\$ -	\$ 6,300	\$ 23,000	\$ -	\$ -	\$ 25,550	\$ -	\$ -	\$ 25,550	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 73,000	

Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	FY 2022-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	FY 2023-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24							
												225.0													230.0													219.7
												214.9													219.7													
\$ 71,179	\$ 71,179	\$ 128,123	\$ 128,123	\$ 128,123	\$ 128,123	\$ 128,123	\$ 128,123	\$ 128,123	\$ 128,123	\$ 128,123	\$ 128,123	\$ 1,423,590	\$ 73,887	\$ 73,887	\$ 132,997	\$ 132,997	\$ 132,997	\$ 132,997	\$ 132,997	\$ 132,997	\$ 132,997	\$ 132,997	\$ 132,997	\$ 132,997	\$ 1,477,745	\$ 74,717	\$ 74,717	\$ 134,491	\$ 134,491	\$ 134,491	\$ 134,491							
\$ -	\$ -	\$ 48,487	\$ -	\$ -	\$ -	\$ 44,487	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 44,487	\$ -	\$ -	\$ 46,509	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,509	\$ 186,037	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 48,531						
\$ -	\$ -	\$ 97,147	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 48,574	\$ 582,882	\$ -	\$ -	\$ 101,563	\$ 50,781	\$ 50,781	\$ 50,781	\$ 50,781	\$ 50,781	\$ 50,781	\$ 50,781	\$ 50,781	\$ 50,781	\$ 50,781	\$ 609,877	\$ -	\$ -	\$ 105,978	\$ 52,889	\$ 52,889							
\$ -	\$ -	\$ -	\$ 6,676	\$ 7,789	\$ 9,736	\$ 9,736	\$ 9,736	\$ 9,736	\$ 9,736	\$ 9,736	\$ 9,736	\$ 111,267	\$ -	\$ -	\$ -	\$ 6,951	\$ 8,110	\$ 10,137	\$ 10,137	\$ 10,137	\$ 10,137	\$ 10,137	\$ 10,137	\$ 10,137	\$ 10,137	\$ 115,855	\$ -	\$ -	\$ 7,039	\$ 8,212	\$ 10,265							
\$ -	\$ -	\$ -	\$ 34,967	\$ -	\$ -	\$ 97,909	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 97,909	\$ -	\$ -	\$ -	\$ 34,446	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 96,450	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,678						
\$ -	\$ -	\$ -	\$ 3,048	\$ -	\$ -	\$ 8,534	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 610	\$ 12,192	\$ -	\$ -	\$ 3,066	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,584	\$ -	\$ -	\$ 613	\$ 12,263	\$ -	\$ 3,071						
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,779	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
\$ 5,683	\$ 5,683	\$ 10,229	\$ 10,229	\$ 10,229	\$ 10,229	\$ 10,229	\$ 10,229	\$ 10,229	\$ 10,229	\$ 10,229	\$ 10,229	\$ 113,655	\$ 5,851	\$ 5,851	\$ 10,531	\$ 10,531	\$ 10,531	\$ 10,531	\$ 10,531	\$ 10,531	\$ 10,531	\$ 10,531	\$ 10,531	\$ 10,531	\$ 10,531	\$ 117,013	\$ 5,893	\$ 5,893	\$ 10,607	\$ 10,607	\$ 10,607							
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 49,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 51,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
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\$ -	\$ -	\$ -	\$ 253	\$ 295	\$ 369	\$ 369	\$ 369	\$ 369	\$ 369	\$ 369	\$ 369	\$ 4,215	\$ -	\$ -	\$ -	\$ 275	\$ 321	\$ 401	\$ 401	\$ 401	\$ 401	\$ 401	\$ 401	\$ 401	\$ 401	\$ 4579	\$ -	\$ -	\$ 282	\$ 329	\$ 411							
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 247,373	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 126,611	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,618	\$ 31,515	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,926	\$ -	\$ -	\$ 6,769	\$ 32,231	\$ -	\$ -						
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,633	\$ 10,295	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,738	\$ 10,529	\$ -	\$ -	\$ -	\$ -	\$ -						
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,578	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
\$ -	\$ -	\$ -	\$ 71,500	\$ -	\$ -	\$ -	\$ -	\$ 27,500	\$ -	\$ -	\$ -	\$ 110,000	\$ -	\$ -	\$ -	\$ 71,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 84,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85,500	\$ 199,500	\$ -	\$ -	\$ -	\$ -	\$ -						
\$ 76,682	\$ 76,682	\$ 279,986	\$ 303,370	\$ 195,009	\$ 251,713	\$ 197,030	\$ 451,660	\$ 280,678	\$ 197,030	\$ 342,873	\$ 456,371	\$ 3,322,157	\$ 79,738	\$ 79,738	\$ 291,600	\$ 310,548	\$ 202,740	\$ 261,784	\$ 204,848	\$ 460,992	\$ 290,782	\$ 204,848	\$ 353,653	\$ 469,866	\$ 3,431,976	\$ 80,610	\$ 80,610	\$ 299,607	\$ 321,157	\$ 206,628	\$ 268,600							
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
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\$ 76,682	\$ 76,682	\$ 279,986	\$ 303,370	\$ 195,009	\$ 251,713	\$ 197,030	\$ 451,660	\$ 280,678	\$ 197,030	\$ 342,873	\$ 456,371	\$ 3,322,157	\$ 79,738	\$ 79,738	\$ 291,600	\$ 310,548	\$ 202,740	\$ 261,784	\$ 204,848	\$ 460,992	\$ 290,782	\$ 204,848	\$ 353,653	\$ 469,866	\$ 3,431,976	\$ 80,610	\$ 80,610	\$ 299,607	\$ 321,157	\$ 206,628	\$ 268,600							
\$ 30,152	\$ 60,304	\$ 60,304	\$ 60,304	\$ 60,304	\$ 60,304	\$ 60,304	\$ 60,304	\$ 60,304	\$ 60,304	\$ 60,304	\$ 60,304	\$ 663,343	\$ 30,755	\$ 61,510	\$ 61,510	\$ 61,510	\$ 61,510	\$ 61,510	\$ 61,510	\$ 61,510	\$ 61,510	\$ 61,510	\$ 61,510	\$ 61,510	\$ 61,510	\$ 676,610	\$ 33,643	\$ 67,286	\$ 67,286	\$ 67,286	\$ 67,286							
\$ 26,801	\$ 26,801	\$ 26,801	\$ 26,801	\$ 26,801	\$ 26,801	\$ 26,801	\$ 26,801	\$ 26,801	\$ 26,801	\$ 26,801	\$ 26,801	\$ 321,611	\$ 25,898	\$ 25,898	\$ 25,898	\$ 25,898	\$ 25,898	\$ 25,898	\$ 25,898	\$ 25,898	\$ 25,898	\$ 25,898	\$ 25,898	\$ 25,898	\$ 25,898	\$ 310,778	\$ 26,416	\$ 26,416	\$ 26,416	\$ 26,416	\$ 26,416							
\$ 6,405	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 201,294	\$ 6,533	\$ 18,072	\$ 18,072	\$ 18,072	\$ 18,072	\$ 18,072	\$ 18,072	\$ 18,072	\$ 18,072	\$ 18,072	\$ 18,072	\$ 18,072	\$ 18,072	\$ 205,320	\$ 5,500	\$ 15,215	\$ 15,215	\$ 15,215	\$ 15,215							
\$ 16,414	\$ 16,414	\$ 16,414	\$ 16,414	\$ 16,414	\$ 16,414	\$ 16,414	\$ 16,414	\$ 16,414	\$ 16,414	\$ 16,414	\$ 16,414	\$ 196,964	\$ 16,742	\$ 16,742	\$ 16,742	\$ 16,742	\$ 16,742	\$ 16,742	\$ 16,742	\$ 16,742	\$ 16,742	\$ 16,742	\$ 16,742	\$ 16,742	\$ 16,742	\$ 200,903	\$ 16,952	\$ 16,952	\$ 16,952	\$ 16,952	\$ 16,952							
\$ 35,440	\$ 35,440	\$ 35,440	\$ 35,440	\$ 35,440	\$ 35,440	\$ 35,440	\$ 35,440	\$ 35,440	\$ 35,440	\$ 35,440	\$ 35,440	\$ 425,281	\$ 35,972	\$ 35,972	\$ 35,972	\$ 35,972	\$ 35,972	\$ 35,972	\$ 35,972	\$ 35,972	\$ 35,972	\$ 35,972	\$ 35,972	\$ 35,972	\$ 35,972	\$ 431,662	\$ 38,226	\$ 38,226	\$ 38,226	\$ 38,226	\$ 38,226							
\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
\$ 3,200	\$ 3,200	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 80,000	\$ 3,200	\$ 3,200	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 80,000	\$ 3,600	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000							
\$ -	\$ -	\$ 25,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,800	\$ -	\$ -	\$ -	\$ 42,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 44,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
\$ -	\$ -	\$ 5,976	\$ 10,458	\$ 10,458	\$ 10,458	\$ 10,458	\$ 10,458	\$ 10,458	\$ 10,458	\$ 10,458	\$ 10,458	\$ 119,524	\$ -	\$ -	\$ 6,232	\$ 10,907	\$ 10,907	\$ 10,907	\$ 10,907	\$ 10,907	\$ 10,907	\$ 10,907	\$ 10,907	\$ 10,907	\$ 10,907	\$ 124,650	\$ -	\$ 6,314	\$ 11,050	\$ 11,050	\$ 11,050							
\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ 4,200	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ 12,000	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ 4,200	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ 12,000	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -						
\$ -	\$ -	\$ 2,100	\$ -	\$ -	\$ 2,800	\$ -	\$ -	\$ 2,100	\$ -	\$ -	\$ -	\$ 7,000	\$ -	\$ -	\$ 2,100	\$ -	\$ -	\$ 2,800	\$ -	\$ -	\$ 2,100	\$ -	\$ -	\$ -	\$ -	\$ 7,000	\$ -	\$ 2,100	\$ -	\$ -	\$ -	\$ -						
\$ 4,500	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 22,500	\$ 4,700	\$ 1,880	\$ 1,880	\$ 1,880	\$ 1,880	\$ 1,880	\$ 1,880	\$ 1,880	\$ 1,880	\$ 1,880	\$ 1,880	\$ 1,880	\$ 1,880	\$ 23,500	\$ 4,900	\$ 1,960	\$ 1,960	\$ 1,960	\$ 1,960							
\$ 8,750	\$ 8,750	\$																																				

LCFF Calculator Universal Assumptions

ACE Empower Academy (116814) - Aug 2020 Revised 2020-21 Budget

LEA: ACE Empower Academy
Charter

116814
Yes
2013-14

5 digit District code or 7 digit School code (from the CDS code)
Did the CDS code exist in 2012-13? (for calculation of EPA only)
First LCFF certification year (clears prior years on the Calculator tab)

Projection Title: Aug 2020 Revised 2020-21 Budget

Projection Date: 07/31/20

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Statutory COLA & Augmentation/Suspension <i>(prefilled as calculated by the Department of Finance, DOF)</i>	3.70%	3.26%	0.00%	-5.00%	0.00%	1.75%	2.25%
<i>Statutory COLA</i>	2.71%	3.26%	2.31%	2.48%	3.26%	1.75%	2.25%
<i>Augmentation/(COLA Suspension)</i>	0.99%	0.00%	-2.31%	-7.48%	-3.26%	0.00%	0.00%
Base Grant Proration Factor		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
LCFF Gap Closed Percentage <i>(prefilled as calculated by the Department of Finance, DOF)</i>	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Statewide 90th percentile rate <i>(used in Economic Recovery Target, ERT, calculation only)</i>	---	---	---	---	---	---	---
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	30.74345708%	16.08698870%	16.09%	16.09%	16.09%	16.09%	16.09%
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	30.50770954%	16.08698870%	16.09%	16.09%	16.09%	16.09%	16.09%
<i>Historical Difference in EPA Rates between Annual & P-2</i>	0.2357%						
Local EPA Accrual			\$ -	\$ -	\$ -	\$ -	\$ -

PER ADA FUNDING LEVELS (calculated at TARGET)

Base, Supplemental and Concentration Rate per ADA

Grades TK-3	\$ 11,110.50	\$ 11,437.47	\$ 11,441.55	\$ 10,869.68	\$ 10,865.80	\$ 11,055.46	\$ 11,305.65
Grades 4-6	\$ 10,214.64	\$ 10,516.07	\$ 10,519.82	\$ 9,993.70	\$ 9,990.13	\$ 10,165.00	\$ 10,393.66
Grades 7-8	\$ 10,518.21	\$ 10,828.14	\$ 10,832.00	\$ 10,291.07	\$ 10,287.40	\$ 10,467.65	\$ 10,703.04
Grades 9-12	\$ 12,505.55	\$ 12,875.39	\$ 12,879.99	\$ 12,235.45	\$ 12,231.09	\$ 12,444.96	\$ 12,726.09

Base Grants

Grades TK-3	\$ 7,459	\$ 7,702	\$ 7,702	\$ 7,317	\$ 7,317	\$ 7,445	\$ 7,613
Grades 4-6	\$ 7,571	\$ 7,818	\$ 7,818	\$ 7,427	\$ 7,427	\$ 7,557	\$ 7,727
Grades 7-8	\$ 7,796	\$ 8,050	\$ 8,050	\$ 7,648	\$ 7,648	\$ 7,782	\$ 7,957
Grades 9-12	\$ 9,034	\$ 9,329	\$ 9,329	\$ 8,863	\$ 8,863	\$ 9,018	\$ 9,221

Grade Span Adjustment

Grades TK-3	\$ 776	\$ 801	\$ 801	\$ 761	\$ 761	\$ 774	\$ 792
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LCFF Calculator Universal Assumptions

ACE Empower Academy (116814) - Aug 2020 Revised 2020-21 Budget

LEA: ACE Empower Academy
Charter

116814

5 digit District code or 7 digit School code (from the CDS code)

Yes

Did the CDS code exist in 2012-13? (for calculation of EPA only)

2013-14

First LCFF certification year (clears prior years on the Calculator tab)

Projection

Title: Aug 2020 Revised 2020-21 Budget

Projection

Date: 07/31/20

	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Grades 9-12	\$ 235	\$ 243	\$ 243	\$ 230	\$ 230	\$ 234	\$ 240

LCFF Calculator Universal Assumptions

ACE Empower Academy (116814) - Aug 2020 Revised 2020-21 Budget

LEA: **ACE Empower Academy**
Charter

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Projection

Title: Aug 2020 Revised 2020-21 Budget

Projection

Date: 07/31/20

	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Prorated Base, Supplemental and Concentration Rate per ADA							
Grades TK-3			\$ 8,503	\$ 8,078	\$ 8,078	\$ 8,219	\$ 8,405
Grades 4-6			\$ 7,818	\$ 7,427	\$ 7,427	\$ 7,557	\$ 7,727
Grades 7-8			\$ 8,050	\$ 7,648	\$ 7,648	\$ 7,782	\$ 7,957
Grades 9-12			\$ 9,572	\$ 9,093	\$ 9,093	\$ 9,252	\$ 9,461
Prorated Base Grants							
Grades TK-3	\$ 7,459	\$ 7,702	\$ 7,702	\$ 7,317	\$ 7,317	\$ 7,445	\$ 7,613
Grades 4-6	\$ 7,571	\$ 7,818	\$ 7,818	\$ 7,427	\$ 7,427	\$ 7,557	\$ 7,727
Grades 7-8	\$ 7,796	\$ 8,050	\$ 8,050	\$ 7,648	\$ 7,648	\$ 7,782	\$ 7,957
Grades 9-12	\$ 9,034	\$ 9,329	\$ 9,329	\$ 8,863	\$ 8,863	\$ 9,018	\$ 9,221
Prorated Grade Span Adjustment							
Grades TK-3	\$ 776	\$ 801	\$ 801	\$ 761	\$ 761	\$ 774	\$ 792
Grades 9-12	\$ 235	\$ 243	\$ 243	\$ 230	\$ 230	\$ 234	\$ 240
Necessary Small School Selection (if applicable)							
NSS #1	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

LCFF Calculator Universal Assumptions

ACE Empower Academy (116814) - Aug 2020 Revised 2020-21 Budget

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Projection Title: Aug 2020 Revised 2020-21 Budget

Projection Date: 07/31/20

	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Supplemental Grant	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Maximum - 1.00 ADA, 100% UPP							
Grades TK-3	\$ 1,647	\$ 1,701	\$ 1,701	\$ 1,616	\$ 1,616	\$ 1,644	\$ 1,681
Grades 4-6	\$ 1,514	\$ 1,564	\$ 1,564	\$ 1,485	\$ 1,485	\$ 1,511	\$ 1,545
Grades 7-8	\$ 1,559	\$ 1,610	\$ 1,610	\$ 1,530	\$ 1,530	\$ 1,556	\$ 1,591
Grades 9-12	\$ 1,854	\$ 1,914	\$ 1,914	\$ 1,819	\$ 1,819	\$ 1,850	\$ 1,892
Actual - 1.00 ADA, Local UPP as follows:	96.19%	97.28%	97.52%	97.52%	97.28%	97.28%	97.28%
Grades TK-3	\$ 1,584	\$ 1,654	\$ 1,658	\$ 1,576	\$ 1,572	\$ 1,599	\$ 1,635
Grades 4-6	\$ 1,457	\$ 1,521	\$ 1,525	\$ 1,449	\$ 1,445	\$ 1,470	\$ 1,503
Grades 7-8	\$ 1,500	\$ 1,566	\$ 1,570	\$ 1,492	\$ 1,488	\$ 1,514	\$ 1,548
Grades 9-12	\$ 1,783	\$ 1,862	\$ 1,867	\$ 1,773	\$ 1,769	\$ 1,800	\$ 1,841
Concentration Grant (>55% population)	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%
Maximum - 1.00 ADA, 100% UPP							
Grades TK-3	\$ 4,118	\$ 4,252	\$ 4,252	\$ 4,039	\$ 4,039	\$ 4,110	\$ 4,203
Grades 4-6	\$ 3,786	\$ 3,909	\$ 3,909	\$ 3,714	\$ 3,714	\$ 3,779	\$ 3,864
Grades 7-8	\$ 3,898	\$ 4,025	\$ 4,025	\$ 3,824	\$ 3,824	\$ 3,891	\$ 3,979
Grades 9-12	\$ 4,635	\$ 4,786	\$ 4,786	\$ 4,547	\$ 4,547	\$ 4,626	\$ 4,731
Actual - 1.00 ADA, Local UPP >55% as follows:	31.3600%	30.1100%	30.1100%	30.1100%	30.1100%	30.1100%	30.1100%
Grades TK-3	\$ 1,291	\$ 1,280	\$ 1,280	\$ 1,216	\$ 1,216	\$ 1,237	\$ 1,265
Grades 4-6	\$ 1,187	\$ 1,177	\$ 1,177	\$ 1,118	\$ 1,118	\$ 1,138	\$ 1,163
Grades 7-8	\$ 1,222	\$ 1,212	\$ 1,212	\$ 1,151	\$ 1,151	\$ 1,172	\$ 1,198
Grades 9-12	\$ 1,453	\$ 1,441	\$ 1,441	\$ 1,369	\$ 1,369	\$ 1,393	\$ 1,424

Nath Mahalingam

nmahalingam@acecharter.org

408-295-6008

Review Process



Review Process

ACE Empower Summary of Changes
SCCOE Review Matrix

TABLE OF CHANGES

In compliance with the SCCOE Charter Renewal Process, ACE Empower has developed a Summary of Changes to submit with its Charter Petition. Changes to the authorized charter were made in support of three objectives:

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

The Table of Changes has been developed to facilitate the review of this petition, providing a summary description of these changes by section.

Summary of Changes	
Section	Summary Description
All	<ul style="list-style-type: none"> ● Updated tense from future to present
Cover Letter	
Cover Letter	<ul style="list-style-type: none"> ● Provided a cover letter to reflect current program, partnership, and context
Affirmations and Declarations	
Affirmations and Declarations	<ul style="list-style-type: none"> ● Updated to meet current state and federal law and education code
Executive Summary	
Track Record	<ul style="list-style-type: none"> ● Provided evidence of a strong track record in serving community, focusing on growth, and having a sound organization
Comprehensive Plans for Next Charter Term	<ul style="list-style-type: none"> ● Provided clear next steps in each area, which ACE will pursue in the next charter term

Charter Renewal	<ul style="list-style-type: none"> ● Provided a summary of evidence, detailed further in Element B, on why ACE Empower meets the Middle Tier for charter renewal
Element A - Educational Program	
Mission and Vision	<ul style="list-style-type: none"> ● Updated Mission, Vision, Motto, and Core Values ● Included summary of ACE Strategic Plan
Students to Be Served	<ul style="list-style-type: none"> ● Updated enrollment plan for next charter term, slightly reducing previously approved capacity ● Added detail on demographics of student population
Attendance Requirements	<ul style="list-style-type: none"> ● Added detail on the school year and day ● Added detail on mode of delivery and schedule under COVID-19
What It Means to Be Educated in the 21st Century	<ul style="list-style-type: none"> ● Updated to align with the CCSS, NGSS, and CSS
Educational Philosophy	<ul style="list-style-type: none"> ● Updated to align with the CCSS, NGSS, and ELD Standards ● Shifted from “technology” to “differentiation” as being a core practice
How Learning Best Occurs	<ul style="list-style-type: none"> ● Updated to align with Updated to align with the ACE Strategic Plan
Curriculum and Instruction	<ul style="list-style-type: none"> ● Updated to align with the CCSS, NGSS, and ELD Standards ● Added adopted curriculum ● Added core instructional practices ● Added course descriptions for offerings in all subject areas and grade levels, as well as sample scope and sequences
Plan for Meeting the Needs of Special Populations	<ul style="list-style-type: none"> ● Added information on the ACE mindset and approach ● Added information on the MTSS model ● Added detail on services for students who are English Learners (ELs), including new text on identification and reclassification, updated assessments (transition from CELDT to ELPAC), strategies to serve ELs through integrated and designated ELD, qualifications for teachers, and monitoring program effectiveness ● Updated sections on students who are low achieving and high achieving to fall under the MTSS program for identification of needs and provision of services

	<ul style="list-style-type: none"> ● Updated section on serving students with identified special needs to reflect current legal requirements and best practice ● Added assurances on 504 Plan compliance
LCFF Compliance	<ul style="list-style-type: none"> ● Added text on LCAP Goals and Actions in compliance with LCFF ● Added Table detailing Goals, Actions, and Measures in alignment with State priorities and the school LCAP
Element B - Measurable Student Outcomes	
Methods for Measuring Student Progress Toward Outcomes	<ul style="list-style-type: none"> ● Added assurances for alignment to Local Control and Accountability Plan (LCAP) ● Replaced previous Measurable Pupil Outcomes with new Goals, Actions, and Measures aligned to the eight State Priorities and the school LCAP
Element C - Methods of Assessment	
Forms of Assessment	<ul style="list-style-type: none"> ● Added Introduction and Assurances ● Added text on Data Management System ● Added/fleshed out a section on the Types of Assessments, reflecting the shift to CAASPP ● Updated tables on the assessment continuum, including the timeline for assessments ● Added text and tables on the collection, analysis, and dissemination of data ● Added a section on the uses of data, including formal reporting to caretakers and development of the LCAP and SARC
Element D - Governance	
Introduction	<ul style="list-style-type: none"> ● Added overview of bodies involved in governance and organizational chart
Board of Directors	<ul style="list-style-type: none"> ● Updated Board Members, Offices, and Terms ● Updated text to reflect compliance with Brown Act and Conflict of Interest, as well as alignment with new ACE bylaws
Central Office and Site Based Leadership	<ul style="list-style-type: none"> ● Updated roles of Central Office Staff and Site Based Leadership in governance

Family Involvement	<ul style="list-style-type: none"> ● Added detail on Family Involvement, including participation on Parent Leadership Committee (PLC) and English Learner Advisory Committee (ELAC) ● Added participation in development of LCAP and SPSA
Element E - Human Resources	
Employment Qualifications	<ul style="list-style-type: none"> ● Updated positions, along with roles, responsibilities, and qualification ● Removed requirements from No Child Left Behind (NCLB) that are no longer in effect ● Updated teacher qualifications to align with new requirements ● Added assurances on contracted service providers
Element F - Health and Safety	
Health and Safety of Pupils and Staff	<ul style="list-style-type: none"> ● Added detail and updated text to meet legal requirements
Element G - Racial and Ethnic Balance	
Recruitment Strategy	<ul style="list-style-type: none"> ● Updated recruitment strategy ● Added detail on current student demographics and steps to achieve representation reflective of the district
Element H - Admissions Requirements	
Admissions	<ul style="list-style-type: none"> ● Added assurances ● Detailed admission requirements ● Added detailed lottery procedure
Lottery	<ul style="list-style-type: none"> ● Removed conditions for period of PCSGP grant ● Added additional assurances, in keeping with legal requirements ● Updated enrollment window timeline
Element I - Financial Audit	
Financial Audit	<ul style="list-style-type: none"> ● Updated that Audit Committee shall not consist of more than 50% of Finance Committee ● Added name and contact information for current Auditor
Programmatic Audit	<ul style="list-style-type: none"> ● Removed, as this is not applicable to this Element

Element J - Pupil Suspension and Expulsion	
Approach to Discipline	<ul style="list-style-type: none"> Added language to express overall approach to discipline and behavior modification
Suspension and Expulsion	<ul style="list-style-type: none"> Updated policies in alignment with current education code and law, including removal of willful defiance as an expellable offense and addition of definitions for bullying, an electronic act, and weapons Minor adjustments in wording to match current education code and law
Element K - Employee Retirement Systems	
Retirement, Health, and Compensation	<ul style="list-style-type: none"> Updated retirement, health, and salary details to reflect current practice
Element L - Attendance Alternatives	
Attendance Alternatives	<ul style="list-style-type: none"> Updated and expanded text to reflect recommended language and best practice
Element M - Employee Return Rights	
Employee Return Rights	<ul style="list-style-type: none"> Updated and expanded text to reflect recommended language and best practice
Element N - Dispute Resolution Process	
Dispute Resolution Process	<ul style="list-style-type: none"> Added introduction on intent Added allotment for "Respective Designees" Ensured text mirrors MOU
Element O - School Closure Procedures	
School Closure Procedures	<ul style="list-style-type: none"> Minor changes to individual words in text to reflect recommended text and best practice
Miscellaneous Charter Elements	
Administrative Services	<ul style="list-style-type: none"> No changes of substance
Potential Civil Liberty Effects	<ul style="list-style-type: none"> No changes of substance

Financial Plan	<ul style="list-style-type: none">● Provided updated Budget Narrative and Assumptions, Budget, and Cash Flow for a five-year term● Added assurance on reporting
Insurance	<ul style="list-style-type: none">● Added detail on insurance policies held and coverage amounts
Facilities	<ul style="list-style-type: none">● Provided updated facility assumptions and assurances.
Transportation	<ul style="list-style-type: none">● Added assurance on transportation
Charter Oversight	<ul style="list-style-type: none">● No changes
Audits and Inspections of Records	<ul style="list-style-type: none">● Added assurances on rights of the district and responses to inquiries
Conclusion	<ul style="list-style-type: none">● Added conclusion to reflect length of next charter term

CHARTER REVIEW MATRIX – DISTRICT APPEAL

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: ACE Empower Academy	Name: Greg Lippman	Petition Received:	
Location of Proposed School(s): 625 South Sunset Avenue	Title: CEO	Public Hearing: (60 days from receipt)	
Grade Level: 5 th – 8 th	Phone/Cell: 408.677.1546	Board Decision: (90 days from receipt)	
District of Proposed Charter School: Alum Rock Union Elementary School District	Email: glippman@acecharter.org	<input type="checkbox"/> 30 day extension granted (90 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

Denial by District	
Evidence of district denial	Yes <input type="checkbox"/> No <input type="checkbox"/>
District's written factual findings	Yes <input type="checkbox"/> No <input type="checkbox"/> Not Available <input type="checkbox"/>
Date of district denial:	
Received by County Board within 30 days	Yes <input type="checkbox"/> No <input type="checkbox"/>
Copy of the charter as denied, including signatures	Yes <input type="checkbox"/> No <input type="checkbox"/>
Description of any changes necessary to reflect the County Board as the authorizer	Yes <input type="checkbox"/> No <input type="checkbox"/>
Signed certification stating petitioner(s) will comply with all applicable law	Yes <input type="checkbox"/> No <input type="checkbox"/>

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your **comments** are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Instructions to Charter Petitioner: As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:

Required to be included in every charter petition and/or Memorandum of Understanding.

Applies to Petition Renewals Only

Applies to Material Revisions and Renewals Only

REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(8)				
	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23-175
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-270
<input type="checkbox"/> The petition contains the required signatures? (not required for renewals)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19-22
<input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-O)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-270
<input type="checkbox"/> The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	267
<input type="checkbox"/> The charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate, considering fiscal impact of the school? (new charters only)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> The school district is positioned to absorb the fiscal impact of the district (new charters only)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
	Yes	No	N/A	Page
• 50% of the permanent status teachers currently employed at the public school to be converted.				
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
	Yes	No	N/A	Page
• 50% of parents/guardians of number of students expected to attend in year 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)				
	Yes	No	N/A	Page
<input type="checkbox"/> The petition acknowledges that, should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: <ul style="list-style-type: none"> • The California Department of Education • State Board of Education 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
REQUIRED AFFIRMATIONS: Education Code § 47605(d)				
	Yes	No	N/A	Page
<input type="checkbox"/> Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19-22

CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4			
	Yes	No	Page
<input type="checkbox"/> Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	<input type="checkbox"/>	<input type="checkbox"/>	Appendix 12
<input type="checkbox"/> Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	<input type="checkbox"/>	<input type="checkbox"/>	1-270
<input type="checkbox"/> Academic performance data reports showing increases in pupil academic achievement for all student groups; dashboard, CAASPP, LCAP and annual updates	<input type="checkbox"/>	<input type="checkbox"/>	148-162
<input type="checkbox"/> Annual visits and annual reports, including correcting any deficiencies identified during annual reviews and visits.	<input type="checkbox"/>	<input type="checkbox"/>	268-269
<input type="checkbox"/> Inspections or observations of any part of the charter school at any time	<input type="checkbox"/>	<input type="checkbox"/>	269
<input type="checkbox"/> Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2	<input type="checkbox"/>	<input type="checkbox"/>	148-162
<input type="checkbox"/> Past performance of academics and operations and future plans for improvement establish likelihood of success.	<input type="checkbox"/>	<input type="checkbox"/>	23-42, 148-162
<input type="checkbox"/> <u>Includes updates to comply with all laws that have gone into effect since previous approval or renewal</u>	<input type="checkbox"/>	<input type="checkbox"/>	1-270
Strengths:			
Areas of Concerns:			
Conclusions			
DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-O)			

A	Educational Program	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	1. Targeted School Populations		<input type="checkbox"/>	46-49
	Age, grade levels and number of students	<input type="checkbox"/>		46-49
	• Number of students per classroom	<input type="checkbox"/>		
	• Maximum enrollment predicted for school	<input type="checkbox"/>		46-49
	Type of desired student populations	<input type="checkbox"/>		49
<input type="checkbox"/>	2. Attendance		<input type="checkbox"/>	50-51
	• Describes whether multiple sites will be included	<input type="checkbox"/>		
	• Indicates proposed opening date(s)	<input type="checkbox"/>		n/a
<input type="checkbox"/>	Attendance requirements		<input type="checkbox"/>	50-51
	• Includes length of school day and year	<input type="checkbox"/>		50-51
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted.	<input type="checkbox"/>		50
	• For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance.	<input type="checkbox"/>		51
<input type="checkbox"/>	3. What it Means to be an Educated Person in the 21st Century		<input type="checkbox"/>	51-52
<input type="checkbox"/>	Objective of enabling pupils to become self-motivated, competent, lifelong learners		<input type="checkbox"/>	51-52
	Clear list of general academic skills and qualities important for an educated person	<input type="checkbox"/>		51-52
<input type="checkbox"/>	4. Description of How Learning Best Occurs		<input type="checkbox"/>	52-55
	Persuasive instructional design	<input type="checkbox"/>		52-55
	• Broad outline (not entire scope and sequence) of the curriculum content	<input type="checkbox"/>		55-78
	• Description of instructional approaches and strategies	<input type="checkbox"/>		56-58
	• Description of learning environment (e.g. traditional, independent study)	<input type="checkbox"/>		51
	Proposed program strongly aligned to school's mission	<input type="checkbox"/>		52-55
	Affirmation or description of curriculum aligned to student performance standards	<input type="checkbox"/>		56
	Outline of plan or strategy to support students not meeting pupil outcomes	<input type="checkbox"/>		78-86, 106-110
	Instructional design or strategies based upon successful practice or research	<input type="checkbox"/>		52-55
	Instructional strategies for special education, English learners, etc.	<input type="checkbox"/>		78-134
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	<input type="checkbox"/>		58-68
	Educational Program describes professional development for teachers	<input type="checkbox"/>		198-202
	Minimal instructional time (instructional minute calculations)	<input type="checkbox"/>		50
	Includes school calendar	<input type="checkbox"/>		Appendix 1
<input type="checkbox"/>	5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)		<input type="checkbox"/>	n/a
<input type="checkbox"/>	6. English Learner Services		<input type="checkbox"/>	87-106, Appendix 4
<input type="checkbox"/>	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		<input type="checkbox"/>	87-106
<input type="checkbox"/>	Staff members providing English Learner Services are appropriately credentialed.		<input type="checkbox"/>	105
<input type="checkbox"/>	A description of the manner in which students are identified as requiring English Learner Services		<input type="checkbox"/>	88-91
<input type="checkbox"/>	A description of the process for reclassification of English Learners		<input type="checkbox"/>	91-94

<input type="checkbox"/>	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		<input type="checkbox"/>	87
<input type="checkbox"/>	References to curriculum and materials that will be utilized in the instruction of English Learners		<input type="checkbox"/>	94-96, Appendix 4
<input type="checkbox"/>	Petition explains how English Learners will be reclassified and how English Learners and reclassified English Learners will be monitored		<input type="checkbox"/>	91-94
Strengths:				
Areas of Concerns:				
Conclusions:				
<input type="checkbox"/>	7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052		<input type="checkbox"/>	121-134
<input type="checkbox"/>	Charter includes language that assures compliance with LCFF/LCAP		<input type="checkbox"/>	121
<input type="checkbox"/>	Describes annual goals for all pupils and for each subgroup of pupils identified in EC 52052 to be achieved in each of the 8 state priorities , as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		<input type="checkbox"/>	121-134
	<input type="checkbox"/> A. Conditions of Learning	<input type="checkbox"/>		121-134
	(Priority 1) Basic Needs	<input type="checkbox"/>		121-134
	(Priority 2) Implementation of State Standards	<input type="checkbox"/>		121-134
	(Priority 7) Course Access	<input type="checkbox"/>		121-134
	<input type="checkbox"/> B. Pupil Outcomes	<input type="checkbox"/>		121-134
	(Priority 4) Pupil Achievement (College and Career)	<input type="checkbox"/>		121-134
	(Priority 8) Other Pupil Outcomes	<input type="checkbox"/>		121-134
	<input type="checkbox"/> C. Engagement	<input type="checkbox"/>		121-134
	(Priority 3) Parental Involvement	<input type="checkbox"/>		121-134
	(Priority 5) Pupil Engagement	<input type="checkbox"/>		121-134
	(Priority 6) School Climate	<input type="checkbox"/>		121-134
	Provides specific annual actions to achieve these goals for each of the student groups listed below:	<input type="checkbox"/>		121-134
	<input type="checkbox"/> Racial/Ethnic groups	<input type="checkbox"/>		121-134
	<input type="checkbox"/> Low-income students, including homeless students	<input type="checkbox"/>		121-134
	<input type="checkbox"/> English Learners	<input type="checkbox"/>		121-134
	<input type="checkbox"/> Students with disabilities	<input type="checkbox"/>		121-134
	<input type="checkbox"/> Foster youth	<input type="checkbox"/>		121-134
<input type="checkbox"/>	8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)		<input type="checkbox"/>	n/a
	If serving high school students, describes how district/charter school informs parents of:	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Transferability of courses to other public high schools; and	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Eligibility of courses to meet college entrance requirements	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	<input type="checkbox"/>		n/a
Strengths:				

Areas of Concern:				
Conclusions				
i	Special Education/SELPA	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Identifies whether or not is an independent LEA for special education purposes (with verifiable written assurances)		<input type="checkbox"/>	110
<input type="checkbox"/>	Consulted with the Santa Clara County SELPA Director		<input type="checkbox"/>	n/a
	• Discussed special education responsibilities of charter	<input type="checkbox"/>		n/a
	• Discussed application of SELPA policies	<input type="checkbox"/>		n/a
<input type="checkbox"/>	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		<input type="checkbox"/>	110-134
	• Includes fiscal allocation plan	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	If charter not an independent LEA (School of SCCOE for Special Ed):		<input type="checkbox"/>	n/a
	• Clarifies in charter the responsibilities of each party for service delivery	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Referral	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Assessment	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Instruction	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Due Process	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Agreements describing allocation of actual and excess costs	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		n/a
<input type="checkbox"/>	If charter is own LEA		<input type="checkbox"/>	110-134
	• Notified SELPA Director of intent prior to February 1 st of the preceding school year	<input type="checkbox"/>		n/a
	• Located within SELPA geographical boundaries	<input type="checkbox"/>		n/a
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	<input type="checkbox"/>		Appendix 12
	• Provides assurances that all will be instructed in safe environment	<input type="checkbox"/>		
	• Provides copy of original charter petition and any amendments to SELPA	<input type="checkbox"/>		n/a
	• Responsible for any legal fees relating to application and assurances process	<input type="checkbox"/>		n/a
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12-13, Appendix A)	<input type="checkbox"/>		
	• Meets the terms of all SELPA policies and procedures	<input type="checkbox"/>		
	• Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		n/a
<input type="checkbox"/>	Petition includes the following assurances:		<input type="checkbox"/>	
	• The charter will comply with all provisions of IDEA and plan for how it will comply	<input type="checkbox"/>		111
	• No student will be denied admission based on disability or lack of available services	<input type="checkbox"/>		117
	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	<input type="checkbox"/>		80-87
<input type="checkbox"/>	Staff members providing special education services are appropriately credentialed		<input type="checkbox"/>	118

<input type="checkbox"/>	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		<input type="checkbox"/>	110
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodations to address the needs of any student		<input type="checkbox"/>	110-111
<input type="checkbox"/>	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		<input type="checkbox"/>	117
<input type="checkbox"/>	Specialized instruction and services available at the school		<input type="checkbox"/>	115, Appendix 4
<input type="checkbox"/>	The provision of Designated Instruction and Services (DIS)		<input type="checkbox"/>	115, Appendix 4
<input type="checkbox"/>	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		<input type="checkbox"/>	268
<input type="checkbox"/>	The procedures for ensuring that students are referred, assessed and served in a timely manner		<input type="checkbox"/>	111-113, Appendix 4
<input type="checkbox"/>	A description of the school's "Search and Service" procedures		<input type="checkbox"/>	111
<input type="checkbox"/>	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		<input type="checkbox"/>	117-118
<input type="checkbox"/>	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		<input type="checkbox"/>	117
<input type="checkbox"/>	Overview of how special education funding and services will be provided by:		<input type="checkbox"/>	
	• Charter School	<input type="checkbox"/>		118
	• Charter Granting Agency	<input type="checkbox"/>		n/a
	• SELPA			110-111, 118
<input type="checkbox"/>	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		<input type="checkbox"/>	116
ii	Implementation of Section 504 of the Rehabilitation Act	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	<input type="checkbox"/>		120-121
<input type="checkbox"/>	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	<input type="checkbox"/>		120-121
<input type="checkbox"/>	All staff members providing services to the student are familiar with the identified needs of the student	<input type="checkbox"/>		120-121
<input type="checkbox"/>	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	<input type="checkbox"/>		120-121
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	<input type="checkbox"/>		120-121
<input type="checkbox"/>	Includes plan and appropriate staffing for 504 compliance	<input type="checkbox"/>		120-121
iii	Implementation of Americans with Disabilities Act (ADA)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms charter's obligations to comply with ADA		<input type="checkbox"/>	110
<input type="checkbox"/>	Any facility used by charter will be ADA compliant		<input type="checkbox"/>	110
Strengths:				

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.		<input type="checkbox"/>	135-147
	How pupil outcomes will address state content and performance standards in core academics.	<input type="checkbox"/>		135-147
	Exit outcomes include acquisition of academic and non-academic skills.	<input type="checkbox"/>		135-147
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	<input type="checkbox"/>		135-136
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	<input type="checkbox"/>		135-147
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	<input type="checkbox"/>		135-147
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements.	<input type="checkbox"/>		n/a
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	<input type="checkbox"/>		135-147
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	<input type="checkbox"/>		135-147
	If high school, graduation requirements defined.	<input type="checkbox"/>		n/a
	If high school, WASC accreditation standards addressed.	<input type="checkbox"/>		n/a
<input type="checkbox"/>	LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified student groups will meet performance goals that are stated in the charter		<input type="checkbox"/>	137
<input type="checkbox"/>	Statement that pupil achievement measurements will include the elements listed below:		<input type="checkbox"/>	135-147
<input type="checkbox"/>	Alignment with state priorities 52060 (d) and description of how the charter will address all 8 state priorities		<input type="checkbox"/>	135-147
<input type="checkbox"/>	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		<input type="checkbox"/>	135-147
<input type="checkbox"/>	(B) The Dashboard indicators, as described in Section 52052/alternative academic performance data		<input type="checkbox"/>	135-147
<input type="checkbox"/>	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,		<input type="checkbox"/>	n/a
<input type="checkbox"/>	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Proficiency Assessment of California or any subsequent assessment of English proficiency, as certified by the state board.		<input type="checkbox"/>	135-147
<input type="checkbox"/>	(E) The English learner reclassification rate.		<input type="checkbox"/>	135-147
<input type="checkbox"/>	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.		<input type="checkbox"/>	n/a

<input type="checkbox"/>	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program.		<input type="checkbox"/>	n/a
For Charter Renewal, EC 47607 and 47607.2 holds that <u>increases</u> in pupil academic achievement for <u>all groups</u> of students served by the charter school is defined as one year of growth for each year in school.				
<input type="checkbox"/>	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant student subgroups		<input type="checkbox"/>	148-162
<input type="checkbox"/>	Evidence that the charter school served all students who wished to attend the school should there be sufficient space		<input type="checkbox"/>	148-162
The High Achieving threshold for renewal per EC 47607(c)(2)(A):				
<input type="checkbox"/>	1. The charter school has received the highest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or		<input type="checkbox"/>	
<input type="checkbox"/>	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or higher than the state average.		<input type="checkbox"/>	
The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial:				
<input type="checkbox"/>	1. The charter school has received the lowest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or		<input type="checkbox"/>	
<input type="checkbox"/>	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or lower than the state average.		<input type="checkbox"/>	
<input type="checkbox"/>	A charter may be renewed <u>only</u> if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance <u>and</u> there is clear and convincing evidence that the school is making progress established by one year's growth for each year in school or strong post-secondary outcomes.		<input type="checkbox"/>	
The Mid-Achieving threshold for renewal per EC 47607.2(b)(1):				
<input type="checkbox"/>	Review of dashboard state and local indicators, greater weight will be given to academic indicators		<input type="checkbox"/>	148-162
<input type="checkbox"/>	Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes		<input type="checkbox"/>	148-162
Strengths:				
Areas of Concern:				
Conclusions:				
C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page

	At least one assessment method or tool listed for each of the exit outcomes	<input type="checkbox"/>		135-137
	Assessments include multiple, valid and reliable measures using traditional/alternative tools	<input type="checkbox"/>		163-174
	Chosen assessments are appropriate for standards and skills they seek to measure	<input type="checkbox"/>		163-174
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<input type="checkbox"/>		163-174
	Describes minimal required performance level necessary to attain each standard	<input type="checkbox"/>		163-174
	Outlines a plan for collecting, analyzing and reporting student/school performance data	<input type="checkbox"/>		163-174
	Method of measuring outcomes aligns with SARC		<input type="checkbox"/>	163-174
<input type="checkbox"/>	LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes		<input type="checkbox"/>	163-164
<input type="checkbox"/>	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		<input type="checkbox"/>	163-164
<input type="checkbox"/>	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		<input type="checkbox"/>	167-169
<input type="checkbox"/>	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		<input type="checkbox"/>	167-174
<input type="checkbox"/>	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		<input type="checkbox"/>	169-174
<input type="checkbox"/>	(E) Committed plan to share performance information with students, families and public agencies		<input type="checkbox"/>	163-164

Strengths:

Areas of Concern:

Conclusions

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes what role parents have in the governance of the school		<input type="checkbox"/>	187-190
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:		<input type="checkbox"/>	175-182
	• Size/composition of board	<input type="checkbox"/>		177
	• Board committees or advisory councils	<input type="checkbox"/>		179
	• Board's scope of authority/responsibility/conflict of interest	<input type="checkbox"/>		175-181
<input type="checkbox"/>	Status as a non-profit corporation		<input type="checkbox"/>	176
<input type="checkbox"/>	Tax exempt status	<input type="checkbox"/>		176
<input type="checkbox"/>	If non-profit, provisions for liability for debts		<input type="checkbox"/>	
<input type="checkbox"/>	Has set of bylaws, policies or similar documents	<input type="checkbox"/>		Appendix 7
<input type="checkbox"/>	Initial governing board members identified by name or the process used to select them and future board members	<input type="checkbox"/>		177-178
<input type="checkbox"/>	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	<input type="checkbox"/>		175-182
<input type="checkbox"/>	Demonstrates compliance with Brown Act		<input type="checkbox"/>	175-190
<input type="checkbox"/>	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		<input type="checkbox"/>	181-182
<input type="checkbox"/>	Detailed description of any relationship with for profits, including CMO/EMO		<input type="checkbox"/>	n/a
<input type="checkbox"/>	Compliance with transparency and public accountability		<input type="checkbox"/>	175-190

	<ul style="list-style-type: none"> Public Records Act 	<input type="checkbox"/>		175-190
	<ul style="list-style-type: none"> Political Reform Act of 1974 	<input type="checkbox"/>		175-190
	<ul style="list-style-type: none"> Government Code 1090 et seq. 	<input checked="" type="checkbox"/>		175-190
	<ul style="list-style-type: none"> Brown Act 	<input type="checkbox"/>		175-190
Strengths:				
Areas of Concern:				
Conclusions				
E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including...) <ul style="list-style-type: none"> Job Descriptions for Positions Identifies key staff positions with the charter school 	<input type="checkbox"/>		191-201
	Process for staff selection	<input type="checkbox"/>		191-193
	Procedure for adequate background checks	<input type="checkbox"/>		191-193
	Salaries and benefits for all employees	<input type="checkbox"/>		198
	Measures of assessment of performance	<input type="checkbox"/>		198-201
<input type="checkbox"/>	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	<input type="checkbox"/>		193-197, Appendix 10
<input type="checkbox"/>	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> Confirms that these teachers will teach only within the restrictions of their credentials 		<input type="checkbox"/>	196-197
<input type="checkbox"/>	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications, understanding that no flexibility is given to charter schools on credentialing requirements – ALL teachers must have appropriate credentials during school day for instructional minutes	<input type="checkbox"/>		196-197
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	<input type="checkbox"/>		193-197
	Statement of acknowledgment that all employees are subject to state and federal employment laws	<input type="checkbox"/>		191
	Explains how teachers will learn the curricula	<input type="checkbox"/>		198-201
Strengths:				
Areas of Concern:				
Conclusions				

F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary		<input type="checkbox"/>	203-210, Appendix 8
<input type="checkbox"/>	Outlines specific health and safety practices addressing such key areas as:	<input type="checkbox"/>		203-210, Appendix 8
	• Seismic safety (structural integrity and earthquake preparedness)	<input type="checkbox"/>		209-211
	• Natural disasters and emergencies	<input type="checkbox"/>		209-211
	• Immunizations, health screenings, administration of medications, employee TB testing	<input type="checkbox"/>		204-206
	• Tolerance for use of drugs and/or tobacco	<input type="checkbox"/>		207
	• Staff training on emergency and first aid response	<input type="checkbox"/>		210
	• Description of the charter school's safety plan and disaster preparedness plan	<input type="checkbox"/>		209-211, Appendix 8
	References/accompanied by more detailed set of health and safety related policies/procedures	<input type="checkbox"/>		Appendix 8
<input type="checkbox"/>	Method for conducting criminal background checks for potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony, including ongoing updates		<input type="checkbox"/>	207-208
Strengths:				
Areas of Concern:				
Conclusions:				
G	Means to Achieve a Reflective Racial and Ethnic, Special Education, and English Learner Balance	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment; practices and policies appear to be selected to target relevant racial and ethnic, special education, and English Learner groups	<input type="checkbox"/>		211-215
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic, special education, and English Learner balance which is reflected of the district/COE's general student population	<input type="checkbox"/>		214-215
<input type="checkbox"/>	Renewal: Includes racial and ethnic, special education, and English Learner make-up data and identifies means charter will use to address any underrepresented populations	<input type="checkbox"/>		211-215
Strengths:				
Areas of Concern:				
Conclusions:				
H	Admissions Policies and Procedures Consistent with 47605(d)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Mandatory assurances regarding non-discriminatory admission procedures		<input type="checkbox"/>	217-223
<input type="checkbox"/>	Clearly describes admissions procedures, including any preferences <ul style="list-style-type: none"> Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference Preferences will be approved at a public hearing and cannot be changed without a material revision 		<input type="checkbox"/>	220-222, Appendix 9

<ul style="list-style-type: none"> • Preferences consistent with federal, state law <p>Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation</p>			
Includes a copy of an annual parent/student contract and/or handbook, if available	<input type="checkbox"/>		Appendix 9
<input type="checkbox"/> Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.		<input type="checkbox"/>	220-222
Provides application and admission timelines	<input type="checkbox"/>		
<input type="checkbox"/> Specifies all information to be requested on any application		<input type="checkbox"/>	222
<input type="checkbox"/> Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		<input type="checkbox"/>	219

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Procedure to select and retain independent auditor	<input type="checkbox"/>		225-226
<input type="checkbox"/>	Qualifications of independent auditor	<input type="checkbox"/>		225-226
<input type="checkbox"/>	Audit will employ generally accepted accounting procedures	<input type="checkbox"/>		225-226
<input type="checkbox"/>	Describe specific scope of audit	<input type="checkbox"/>		225-226
<input type="checkbox"/>	Timing of audit and to whom it will be sent	<input type="checkbox"/>		225-226
<input type="checkbox"/>	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	<input type="checkbox"/>		225-226
<input type="checkbox"/>	Describes manner in which the audit will be made public	<input type="checkbox"/>		225-226
<input type="checkbox"/>	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year		<input type="checkbox"/>	225-226
<input type="checkbox"/>	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)		<input type="checkbox"/>	225-226
<input type="checkbox"/>	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	<input type="checkbox"/>		225-226

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Includes new legal language in header and throughout the section	<input type="checkbox"/>		227-250
<input type="checkbox"/>	Student code of conduct and process by which this information is given to students and parents/guardians	<input type="checkbox"/>		227-228
<input type="checkbox"/>	Procedure for involving parents, students and staff in designing and implementing a discipline policy	<input type="checkbox"/>		227-228
<input type="checkbox"/>	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason	<input type="checkbox"/>	<input type="checkbox"/>	228-250
<input type="checkbox"/>	Describes disciplinary steps to be taken prior to suspension or expulsion	<input type="checkbox"/>		228-230
<input type="checkbox"/>	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	<input type="checkbox"/>		230-239
<input type="checkbox"/>	Identifies the detailed procedures by which pupils can be suspended or expelled.		<input type="checkbox"/>	239-250
<input type="checkbox"/>	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		<input type="checkbox"/>	245
<input type="checkbox"/>	Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.		<input type="checkbox"/>	246-250
<input type="checkbox"/>	Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	<input type="checkbox"/>		227-228
<input type="checkbox"/>	What educational alternative, if any, will be provided to students who were suspended or expelled	<input type="checkbox"/>		245
<input type="checkbox"/>	Describes who or what body will be responsible for final suspension/expulsion decisions	<input type="checkbox"/>		245
<input type="checkbox"/>	Describes appeal procedures	<input type="checkbox"/>		245
<input type="checkbox"/>	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district		<input type="checkbox"/>	245
<input type="checkbox"/>	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	<input type="checkbox"/>		227-250
<input type="checkbox"/>	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	<input type="checkbox"/>		227-250
<input type="checkbox"/>	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: <ol style="list-style-type: none"> 1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 2. For suspensions of more than 10 days and all expulsions: <ol style="list-style-type: none"> a. Timely written notice of the charges and the pupil's rights. b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate. 		<input type="checkbox"/>	227-250

	c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason.			
<input type="checkbox"/>	Explains how resident school district or COE will be involved in disciplinary matters	<input type="checkbox"/>		245
Strengths:				
Areas of Concern:				
Conclusions				
K	Staff Retirement System	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		<input type="checkbox"/>	251
<input type="checkbox"/>	Specifies which retirement system for each position		<input type="checkbox"/>	251
<input type="checkbox"/>	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		<input type="checkbox"/>	251
	Relationship between teachers and district/county bargaining unit	<input type="checkbox"/>		251
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	<input type="checkbox"/>		251-252 Appendix 11
	Labor procedures which will be applied to employees	<input type="checkbox"/>		251-252
	Process for resolving complaints/grievances	<input type="checkbox"/>		251-252, Appendix 11
	Process for ensuring due process	<input type="checkbox"/>		251-252
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	<input type="checkbox"/>		251
	Process for staff recruitment, selection, evaluation and termination	<input type="checkbox"/>		191-195, 200-201
	Procedure for processing and monitoring credentials if required	<input type="checkbox"/>		191-195
<input type="checkbox"/>	Establish compliance with Ed Code 47611		<input type="checkbox"/>	
Strengths:				
Areas of Concern:				
Conclusions				
L	Attendance Alternatives	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	States that students may attend other district schools or pursue an inter-district or intradistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		<input type="checkbox"/>	253
<input type="checkbox"/>	Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs		<input type="checkbox"/>	253
Strengths:				
Areas of Concern:				
Conclusions				
M	Description of Employee Rights	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Description of employee rights upon leaving school district or SCCOE		<input type="checkbox"/>	255
	<ul style="list-style-type: none"> Acknowledgment whether collective bargaining contract in district/SCCOE will be controlling 	<input type="checkbox"/>		255

<ul style="list-style-type: none"> Whether and how charter school staff may resume employment within the district/SCCOE 	<input type="checkbox"/>		255
Sick/vacation leave (ability to carry it over to and from charter school)	<input type="checkbox"/>		255
<ul style="list-style-type: none"> Whether charter school staff will continue to earn service credit (tenure) in district/SCCOE while at charter school 	<input type="checkbox"/>		255
<ul style="list-style-type: none"> How employees will be paid (e.g. salaried, hourly, etc.) 	<input type="checkbox"/>		255
<ul style="list-style-type: none"> Describes employee benefits 	<input type="checkbox"/>		255
<ul style="list-style-type: none"> Identifies intended employment status of charter school employees (exempt/non-exempt) 	<input type="checkbox"/>		255
<ul style="list-style-type: none"> Describes how rights will be communicated to prospective employees 	<input type="checkbox"/>		255

Strengths:

Areas of Concern:

Conclusions

N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines a simple process for charter and granting agency to settle disputes	<input type="checkbox"/>		257-260
	Process indicates whether it is binding on school or granting agency/fair process	<input type="checkbox"/>		257-260
	Step by step process for identifying/framing dispute points	<input type="checkbox"/>		257-260
	<ul style="list-style-type: none"> Whether internal charter disputes may be brought to granting agency 	<input type="checkbox"/>		257-260
	<ul style="list-style-type: none"> Identifies specific parties to be involved at each step 	<input type="checkbox"/>		257-260
	<ul style="list-style-type: none"> Basic rules at each step 	<input type="checkbox"/>		257-260
	<ul style="list-style-type: none"> Which results are binding 	<input type="checkbox"/>		257-260
<input type="checkbox"/>	Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process	<input type="checkbox"/>		257-260

Strengths:

Areas of Concern:

Conclusions

O	Closure of Charter School	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines an adequate process to be used if the charter school closes		<input type="checkbox"/>	261-262
<input type="checkbox"/>	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records and pupil records (per code)		<input type="checkbox"/>	261-262
<input type="checkbox"/>	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	<input type="checkbox"/>		261-262

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

i	Administrative Services	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes how charter administrative services will be acquired or provided		<input type="checkbox"/>	265
<input type="checkbox"/>	Describes how the day-to-day administrative operations will be handled	<input type="checkbox"/>		265

Strengths:

Areas of Concern:

Conclusions				
ii	Civil Liability	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SCCOE?		<input type="checkbox"/>	265
<input type="checkbox"/>	Appropriate insurance coverage in conformance with SCCOE risk management standards		<input type="checkbox"/>	267
<input type="checkbox"/>	Indemnification/defense/hold harmless of SCCOE		<input type="checkbox"/>	267
Strengths:				
Areas of Concern:				
Conclusions				
iii	Financial Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	First year operational budget includes:		<input type="checkbox"/>	n/a
<input type="checkbox"/>	• Start-up costs		<input type="checkbox"/>	n/a
<input type="checkbox"/>	Cash flow for first three years		<input type="checkbox"/>	Appendix 12
<input type="checkbox"/>	Financial projections for first three years		<input type="checkbox"/>	Appendix 12
Strengths:				
Areas of Concern:				
Conclusions				
iv	Labor Relations	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Specifies whether charter or local school district will be employer for EERA purposes		<input type="checkbox"/>	267
<input type="checkbox"/>	Specifies whether it is the charter school or the corporation that will be the employer	<input type="checkbox"/>		267
<input type="checkbox"/>	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	<input type="checkbox"/>		267
Strengths:				
Areas of Concern:				
Conclusions				
v	Planning Assumptions	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Number/types of students	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	• Number of staff	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	• Teacher/student ratio	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	• Facilities needs	<input type="checkbox"/>		268
<input type="checkbox"/>	• Whether the charter school will participate in the National School Lunch Program	<input type="checkbox"/>		205
<input type="checkbox"/>	• Costs of all major items are identified and within reasonable market ranges	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	• Revenue assumptions in line with state and federal funding guidelines	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	<input type="checkbox"/>		Appendix 12

<input type="checkbox"/>	<ul style="list-style-type: none"> Timeline allows window for grant applications to be submitted and funded 	<input type="checkbox"/>		n/a
Strengths:				
Areas of Concern:				
Conclusions				
vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Clearly identifies most major start-up costs 	<input type="checkbox"/>		n/a
<input type="checkbox"/>	<ul style="list-style-type: none"> Staffing 	<input type="checkbox"/>		n/a
<input type="checkbox"/>	<ul style="list-style-type: none"> Facilities 	<input type="checkbox"/>		n/a
<input type="checkbox"/>	<ul style="list-style-type: none"> Equipment and Supplies 	<input type="checkbox"/>		n/a
<input type="checkbox"/>	<ul style="list-style-type: none"> Professional Services 	<input type="checkbox"/>		n/a
<input type="checkbox"/>	<ul style="list-style-type: none"> Assumptions in line with overall school design plan 	<input type="checkbox"/>		n/a
<input type="checkbox"/>	<ul style="list-style-type: none"> Identifies potential funding source that could or would fund these costs 	<input type="checkbox"/>		n/a
<input type="checkbox"/>	<ul style="list-style-type: none"> Timeline allows for grant and fundraising 	<input type="checkbox"/>		n/a
Strengths:				
Areas of Concern:				
Conclusions				
vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes). 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue assumptions closely related to applicable state and federal funding formulas 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure assumptions reflect school design plan 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure assumptions reflect prevailing or market costs 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Strong reserve or projected ending balance (the larger of 2–5% of expenditure or \$25,000) 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance. 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Budget clearly indicates restricted versus general operating/flexible funds. 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement 	<input type="checkbox"/>		267
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure sufficient for reasonably expected legal services 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure for Special Education excess costs consistent with current experience in county 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Description of all insurance the charter school will purchase, complete with annual cost 	<input type="checkbox"/>		267
<input type="checkbox"/>	<ul style="list-style-type: none"> First year budget premised on realistic year 1 ADA 	<input type="checkbox"/>		Appendix 12
Strengths:				
Areas of Concern:				
Conclusions				

viii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Monthly projection of revenue receipts in line with state/federal funding disbursements 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditures projected by month and correspond with typical/reasonable schedules 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Show positive fund balance each month and/or identify sources of working capital 	<input type="checkbox"/>		Appendix 12
Strengths:				
Areas of Concern:				
Conclusions				
ix	Long-term Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Projects revenues and expenditures for at least three additional years (in addition to first year budget). 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue assumptions based on reasonable potential growth in state and federal revenues 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue assumptions based on reasonable student growth projections 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions. 	<input type="checkbox"/>		Appendix 12
<input type="checkbox"/>	<ul style="list-style-type: none"> Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits. 	<input type="checkbox"/>		Appendix 12
Strengths:				
Areas of Concern:				
Conclusions				
x	District Impact Statement	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Does the charter include an impact statement? 	<input type="checkbox"/>		
	<ul style="list-style-type: none"> Provides estimated numbers of students anticipated to enroll 	<input type="checkbox"/>		46-48
	<ul style="list-style-type: none"> Identify whether or not will request district-owned facilities 	<input type="checkbox"/>		268
Strengths:				
Areas of Concern:				
Conclusions				
xi	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district? <ul style="list-style-type: none"> If not, does the Petition demonstrate any basis for an exception 	<input type="checkbox"/>		
	<ul style="list-style-type: none"> Does the Petition identify where the school will operate? 	<input type="checkbox"/>		
	<ul style="list-style-type: none"> Does the Petition demonstrate that it will not serve grade levels not served by the district unless it serves all of the grade levels served by the district? 	<input type="checkbox"/>		19-22
Strengths:				
Areas of Concern:				
Conclusions				
xii	Annual Financial Report	Evidence	Addressed in Petition	Page

	<ul style="list-style-type: none"> Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction? 	<input type="checkbox"/>		266, Appendix 12
Strengths:				
Areas of Concern:				
Conclusions				
xiii	Facilities / Transportation	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Specify where school intends to be located and describes facilities to be used by the charter school. 	<input type="checkbox"/>		268
<input type="checkbox"/>	<ul style="list-style-type: none"> Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision). 	<input type="checkbox"/>		268
<input type="checkbox"/>	<ul style="list-style-type: none"> Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. 	<input type="checkbox"/>		268
<input type="checkbox"/>	<ul style="list-style-type: none"> Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.) 	<input type="checkbox"/>		268
Strengths:				
Areas of Concern:				
Conclusions				
xiv	Insurance Coverage	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes minimum insurance coverage consistent with SCCOE risk management requirements	<input type="checkbox"/>		267
<input type="checkbox"/>	<ul style="list-style-type: none"> Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings. 	<input type="checkbox"/>		267
<input type="checkbox"/>	<ul style="list-style-type: none"> Liability of district/county to handle payments if charter school defaults: <ul style="list-style-type: none"> for schools organized pursuant to Non-Profit Benefit Corporation Law for schools not covered by Non-Profit Benefit Corporation Law AB 1994 General Assurances "Boiler Plate" Language 	<input type="checkbox"/>		267
<input type="checkbox"/>	Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	<input type="checkbox"/>		267
Strengths:				
Areas of Concern:				
Conclusions				