Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The majority of ACE High School students are low-income Latinx students from the highest-need neighborhoods in East San Jose. Our students are from demographics that we see as underrepresented in college: 90% are low-income Latinx, 53.3% are English Learners, and 25% are identified as a student with a specific learning disability. At the time of this submission ACE High School has 392 students enrolled in grades 9-12; 108 students in Grade 9, 86 students in Grade 10, 111 students in Grade 11, and 87 students in Grade 12.

The ACE vision and mission are shared as, “ACE ensures students who are struggling gain the skills and will to succeed in college and beyond.” ACE works with families and communities in the highest-need neighborhoods to create and sustain a 5th - 12th grade pathway for traditionally “left behind” students to grow to be ready, by the time they leave high school, to choose to attend and graduate from a four-year college or university. The ACE mission is founded on a profoundly felt optimism about children, families, and neighborhoods. This optimism means that teachers and staff at ACE believe that children and families who are not only demographically underrepresented in college, but have a whole array of obstacles between them and a college degree, can learn the confidence and skills they need to thrive at a four-year university. Every element of the school's model is focused on developing this "college-ready confidence" - ACE's demanding yet optimistic culture permeates every aspect of the academic program, staff training, and parent engagement work, and helps students and families take

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

ACE Charter High School is the capstone of a 5th-8th grade education at one of three ACE Middle Schools, each of which is identified as it's own LEA. Annually, 90-95% of incoming 9th grade students matriculate from an ACE Middle School and 85% of our graduating class is comprised of students who began as 9th graders at ACE High School.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As a result of the pandemic California Department of Education Dashboard data was not collected in 2019, additionally ELA and Math SBAC were optional in 2020. Due to these considerations ACE Charter High School does not have a year to year growth analysis point available from the 2019-2020 school year to the 2020-2021 school year. In 2020-2021 ACE High School utilized the CDE approved verified data source of Renaissance STAR testing to assess 11th grade students grade level competencies in ELA and Mathematics.

ACE High School has the following strengths:

- 85% of 20-21 ACE High School graduates entered ACE High School as 9th graders.
- ACE High School graduation rate in 2020- 2021 was 93.9%, in comparison to 86.8 Statewide, and 81.9 in ACE Charter High School's authorizing school district.
- A review of 2021 graduation data demonstrates growth in our graduation and AG completion rates for our subgroups; ACE High School English Learner Graduation Rate was 95.7% in comparison to the authorizing school district which was 67.8%, and the California rate, 79.9%.
- A comparison of 4 year cohort graduation rates in 2020-2021 demonstrates that students identified as SED or Socioeconomically disadvantaged graduated ACE at 93.9% in comparison to that of the authorizing school district, 70.8%, the county of Santa Clara, 76.8%,

and the state of California, 80.4%. ACE demonstrates 14% higher graduation rate of SED students in comparison to that of the state, 23% higher than the authorizing district, and 17% higher than the county. In 2020-2021 the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass) was 67% in comparison to the ACE High School Authorizer which was 42.9%.

- 2021 Panorama Spring Survey data indicated a high level of satisfaction with ACE's ability to develop optimism and a growth-mindset within families.
- 2019 and 2020 Suspensions were 0%
- 2021 Suspensions show a decline of 6.6% from that of 2018-2019
- 2019 and 2020 Expulsions were 0%

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a result of the pandemic California Department of Education Dashboard data was not collected in 2019, additionally ELA and Math SBAC were optional in 2020. Due to these considerations ACE Charter High School does not have a year to year growth analysis point available from the 2019-2020 school year to the 2020-2021 school year. In 2020-2021 ACE High School utilized the CDE approved verified data source of Renaissance STAR testing to assess 11th grade students grade level competencies in ELA and Mathematics.

ACE High School has the following areas of need:

- 7% of Graduating Seniors completed AP courses in comparison to 22% of graduating seniors in the authorizing school district.
- Students are not currently offered Pre-AP courses as part of an Advanced Placement Pathway, the A-G Improvement Grant has been submitted to begin to address this in 2022, through 2025.
- Teachers in all content areas need additional professional development on how to introduce language into their lessons, the A-G Improvement Grant has been submitted to begin to address this in 2022, through 2025.
- Currently 0% of ACE High School Students receive the State Seal of Bi-literacy, although many students take Advanced Spanish courses and are eligible. The A-G Improvement Grant has been submitted to begin to address this in 2022, through 2025.
- Currently Attendance is 86.8%, this is a point of growth.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The ACE High School LCAP is aligned to the ACE Strategic Plan and the the California State Priorities. Goal areas are as follows:

- Goal 1 - Voice and Choice focuses on student attendance, chronic absenteeism, suspension, expulsion, and student and parent feedback and input. The desired outcome of goal 1 is to have students learn and be given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future.

- Goal 2 - Academic and Personal Growth focuses on academic indicators and performance measures, specifically looking at growth measures. The desired outcome of goal 2 is for students to 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.

- Goal 3 - College Readiness tracks and monitors student college readiness indicators, such as performance on class grades and credits, as well as performance on state assessments, in comparison to the state's dashboard. The desired outcome of goal 3 is for students to gain the academic knowledge and skills necessary to succeed in college and beyond.

- Goal 4 - Student and family engagement ensure ACE continues to seek and address student and family input. The desired outcome is for students and families to be engaged with the school community while ultimately demonstrating, independently, an optimistic mindset and college-ready habits and attitudes.

- Goal 5 - Organizational & Financial Strength ensures the proper hiring of classified and certificated staff as well as ensuring ACE schools secure both curricular materials, but also proper school site facilities so the implementation of the comprehensive ACE program occurs.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

ACE High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

ACE has developed a CSI Plan to address low rates of student achievement. Core components of this plan are as follows:

1. Deepen understanding of Common Core Standards (with UnboundEd)
2. Ensure effective observation and feedback (with RELAY)
3. Ensure effective data-driven practice (with Achievement Network

ACE has selected proven, highly regarded and recognized leaders in the field to partner in its school improvement plan. As noted above, these include:

1. UnboundEd, which supports standards-based instruction through the education of thousands of teachers and leaders through its five-day professional learning experience, Standards Institute
2. RELAY, a leadership program designed to increase alignment and build capacity of a principal's instructional leadership team
3. Achievement Network to provide data set necessary to promote both growth and achievement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

ACE has developed a robust data practice to monitor its LCAP Goals and Measures, which is leveraged to support monitoring and evaluation of the implementation and effectiveness of this plan as well. Central to this plan is the use of 6 week - 8 week data cycles, in which core data across indicators is collected and reviewed.

This includes, but is not limited to:

- Academic Data, including standards-aligned interim benchmark
- Engagement Data, including attendance, chronic absence, and suspension rates
- Teacher Effectiveness Data, including rubric-based assessment of each teacher across core elements of practice

Teachers and leaders work in these cycles to evaluate data, determine where actions are having the desired effect, and where adjustments are needed to increase efficacy in the next cycle. This process of continuous improvement ensures both leadership and the full school team are focused on the goal of student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Working with stakeholders, ACE's LCAP outlines actions and services that will lead to attainment of the LEA's goals and priorities for all students. Stakeholder reviewand input was an integral part of this process. Parent, student, and public input was used in developing the plan and will be used in refining the plan annually. All ACE schools actively engaged stakeholders in monitoring progress toward LCAP goals, including implementation of actions and analysis of interim and final data on measures. The different types of stakeholder engagement were:

- Family Focus Groups
- Student and Staff Surveys
- Board Meetings
- Network Days

A summary of the feedback provided by specific educational partners.

Stakeholders appreciated and wanted this work to continue:

- The pride and motivation that structures have developed in their students
- College Seminar, and Office Hours that support students in setting, working toward, and reaching goals
- The Powerschool platform, which allows parents to stay informed of grades

Stakeholders felt we could grow in these areas:

- Strengthening the connection and communication between school and home
- Increase training and partnership with families so they can better support and reinforce work at home
- Extending office hours and providing more time for students to complete assignments

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following Goals contain Actions directly related to this feedback:

- Goal 1 – Voice and Choice

o Ensuring that students receive ongoing support through the College Seminar program
o Maintaining high levels of communication between the school and home

- Goal 2 – Academic and Personal Growth

o Providing scaffolds and supports to meet each students needs

- Goal 3 – College-Readiness

o Ensuring high quality instruction in every classroom

- Goal 4 – Family Engagement

o Engaging families as partners in the life of the school

o Supporting families in knowing how to support their children

Goals and Actions

Goal

Goal #	Description
1	Maintenance of Progress Goal: Students who are traditionally disengaged and underachieving, with a focus on students who are socio-economically disadvantaged, Latinx, are ELs, or have special needs, will receive direct outreach to build both home-to-school connection as well as promote attendance and behavioral patterns that support their academic and social-emotional success. School structures and systems will promote a positive school culture as well as a growth-mindset and a sense of optimism in students that further promotes engagement, increasing attendance and decreasing chronic absence, suspension, and expulsion rates. This Maintenance of Progress Goal supports the following ACE Strategic Plan Goal: • Goal 1a - Voice and Choice - Students will learn and be given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future. Aligns with State Priorities; Priority 3: Parental Involvement - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups Priority 5: Pupil Engagement - School attendance rates, chronic absenteeism rates, middle school dropout rates Priority 6: School Climate - Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

An explanation of why the LEA has developed this goal.

ACE target students are those who have been underserved, and as a result are often disengaged and underachieving. In addition, the vast majority of ACE families are socio-economically disadvantaged, have low educational attainment levels themselves, and are often immigrants with limited English. ACE has a “majority minority” student body, composed of predominantly students who are Latino and from low-income households, as well as a larger percentage of ELs and students with special needs than found in the local district, county, and state.

Within ACE Charter High School’s student body, 90% are socio-economically disadvantaged, 97% are Latinx, 53% are English Learners, and 25% have an identified Specific Learning Disability.

Research clearly indicates that regular attendance, building optimism, and developing a growth mindset are key to students’ academic and long-term success. In addition, strong Positive Behavior Intervention Supports (PBIS) and Counseling can support subgroups in addressing disengagement and reducing behaviors that lead to suspension.

Furthermore, during the LCAP process families articulated an appreciation for the systems in place that promote positive attendance, including frequent communication between the school and families. Families also expressed a desire to continue with structures that are clearly supporting their students in developing a growth-mindset, sense of agency, and optimism about their future. Families and staff wish to see even more focus on these elements, as well as increased parent training to further the home and school partnership. Students expressed a desire to continue with these supports, as well as ensure consistency.

Actions for this goal reflect both the needs reflected in data and stakeholder input on how to maintain progress and continue to refine ACE's work in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance - Increase by 0.5% annually on average or meet goal of 95% overall and for all unduplicated students, as measured by attendance audit and reported in CALPADS.	Overall- 90% Latino - 90% FRL- 93% SPED - 90% EL - 91%	2021-2022 • Overall - 86% • Latinx - 86% • SED - 89% • SPED - 89% • EL - 89%			Overall 91.5% Latino 91.5% FRL > 92% SPED 91.5% EL > 92%
Chronic Absence - Decrease by 20% of gap between baseline and goal 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.	Overall - 33% Latino - 33% FRL- 22% SPED - 35% EL - 31%	2021-2022 • Overall - 47% • Latinx - 48% • SED - 32% • SPED - 45% • EL - 45%			Overall 21.8% Latino 21.8% FRL 16.4% SPED 22.8% EL 20.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension - Decrease by 1% 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.	2020-2021 Overall - 15.9% Latino - 15.7% FRL - 14.4% SPED - 25.6% EL - 19%	2021-2022 • Overall - 9.9% • Latinx - 10.2% • SED - 9.1% • SPED - 11.4% • EL - 14.6%			Overall < 12.0% Latino < 12.0% FRL < 12.0% SPED 18.9% EL 13.9%
Expulsion - Maintain goal of less than 0.5%, as measured by discipline audit and reported on DataQuest.	Overall - 0%	Overall - 0%			Overall < 0.5%
Survey - Percent of students with positive feelings about their school climate will increase by 5% of baseline annually on average until the goal of 100% is met, as measured by student survey.	May 2021 (2020-2021) 78%- ACE Specific Questions 99% - Support for Learning 66%- Growth Mind Set 96% Rules are Fair & I know Them 84% School is Safe 46% Self Efficacy 60% Self Management 92% Sense of Belonging, School Connectedness	September 2021 (2021-2022) 63%- ACE Specific Questions 70% - Support for Learning 62%- Growth Mind Set 80% Rules are Fair & I know Them 80% School is Safe 38% Self Efficacy 59% Self Management 53% Sense of Belonging, School Connectedness			Students TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	59% Social Awareness	58% Social Awareness			
Survey - Percent of students, families, and staff who report ACE develops a sense of optimism and hope about students' futures will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	Spring 2021 Staff - 93% Family -100% Student - 61%	Spring 2022 Staff - Family - Student -			Students 54.4% Families TBD Staff 44%
Annual Recruitment and Retention - Percent of students returning annually will measure 95% or greater.	2020-2021 % of Students Returning Grade 9- 80 % Grade 10- 89% Grade 11- 88% 9th-11th Total - 86%	2021-2022 % of Students Returning Grade 9- TBD % Grade 10- TBD % Grade 11- TBD% 9th-11th Total - TBD%			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruitment Campaign	The ACE target students are those who have been underserved, and as a result are often disengaged and underachieving, who predominantly are Latino, from low-income households, are English Learners, and have special needs. ACE will invest in a Manager of Community Engagement and Community Ambassadors, to support student recruitment. This will result in a focus on recruiting this student demographic, while also working to achieve a stronger balance	$39,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reflective of the community in terms of racial and ethnic diversity, socio-economic diversity, and percent of English Learners and students with Special Needs. This will lead to the ACE serving students from low-income families with its targeted program and student demographics becoming more ethnically diverse and include more students with lowincidence special needs served by ACE.		
1.2	Attendance Intervention	The ACE Office Team will ensure active communication between the school and home occurs through the monitoring of the SIS, Powerschool. This will result in immediate communication regarding student absences, as well as developing support plans with families via home visits and conferences. Utilization of the MTSS response system will connect attendance monitoring contracts with students identified as needing additional tiered support. This will lead to increased attendance and decreased chronic absence for all subgroups that are not meeting state targets for chronic absence, including students who are socio-economically disadvantaged, are ELs, and have special needs.	$158,544.00	Yes
1.4	Community & Culture Program	The ACE target students are those who have been underserved, and as a result are often disengaged and underachieving. Under the direction of the Dean of Students, ACE will continue to utilize a proactive Culture Calendar of events, experiences, and recognitions to nurture a positive and celebratory school culture and sense of community focused on growth. It will enhance the existing structures of Ganas points earned individually and by house and tracked in the Kickboard platform; community building and competitions between interage “houses”; and the ability to use points toward rewards individually and by house. This will result in a school culture that engages students who have higher rates of absence and suspension, including socio-economically disadvantaged youth and students with special needs. This will lead to both higher ratings on the sense of	$52,500.00	No

Action #	Title	Description	Total Funds	Contributing
		optimism as measured by survey and regular attendance, which in turn are correlated to higher academic achievement.		
1.5	PBIS and Counseling Program	ACE will invest in a Program Specialist to develop, implement, and oversee a Positive Behavior Intervention System (PBIS) at the school. A counselor will be employed to work specifically with students with highest rates of chronic absence including the SPED and socio-economically disadvantaged subgroups. This will result in a positive, safe and responsive learning environment, with uniform responses to behavior via a trauma-informed behavior matrix. This will lead to high engagement for students, which will increase attendance and lower chronic absence. The trauma-informed model will also lead to decreases in suspension rates, especially for students with special needs, as well as students who are socio-economically disadvantaged.	$68,175.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The development of the suspension metric to support monitoring of this goal was based on the 2018-19 school year data. The 2019-20 school year data demonstrates 0% suspension as does the 2020-21 school year. At the time of this writing year long suspension data is available through May, the information provided is within this scope.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgeted expenditures for a counselor in Action 1.5 were not fully expended due to a shortage in counselor's applying for this position at onset of the 2021-2022 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

The assessment of action impact is hampered by the sixteen months student spent at home during the COVID-19 Pandemic. Panorama survey data demonstrates student optimism dropped between the 2019 and 2020 school year.
Action 1.3: use of the Sown to Grow platform was not implemented in the 2021-22 school year and has been removed as Action 3 in Goal 1. The measurement of student growth monitored by this action has been shifted to intervention cycles under Goal 2, Action 3.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The "Reduction of Suspension" Metric was identified using 2018-19 suspension data, for both 2019-20 and 2020-21 suspension data is 0%. Suspension in 2021-2022 shows a 6.6% decline.

The "Metric of Annual Audit" has been removed, this will be revisited with the leadership team and staff in the 2022-2023 school year. Annual Recruitment and Retention - Percent of students returning annually will measure 95% or greater was added as a measure of Goal 1, Action 1.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Academic and Personal Growth Focus Goal: Students who are ELs, have special needs, or are academically under-achieving receive the targeted support necessary to ensure they achieve at their optimal pace and the achievement gap between ELs and students with special needs and the general population is reduced, while increasing achievement levels overall. This Focus Goal supports the following ACE Strategic Plan Goal: Goal 1b - 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. Aligns with State Priorities; Priority 2: State Standards (Conditions of Learning); Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners Priority 4: Pupil Achievement ; Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

An explanation of why the LEA has developed this goal.

ACE currently serves a disproportionate percentage of students who are ELLs, have special needs, or are academically under-achieving. While overall levels need to be improved, a discreet focus must be held on the EL and SPED subgroups.

Within the ACE High School student body, 53.3% are ELLs and 25% have special needs.
During the LCAP process, students, families, and staff expressed appreciation for the existing scaffolds in place to support all students. The multiple scaffolds for intervention, both in class through the workshop model and through College Seminar and Office Hours were appreciated for their ability to meet students where they are and provide additional scaffolds. However, ACE must continue to refine and build consistency in its MTSS and ELD programs.

In conjunction with SCCOE, ACE developed a multi-year plan for refining its integrated and designated ELD programs in alignment with the CA Framework. Core work in this area during this LCAP three-year plan is in ensuring consistent integrated ELD across classrooms and subject areas, through ongoing observation and coaching of teacher practice with this focus. In addition, an ELD teacher will support the continued design, scheduling, and implementation of designated ELD by level and coherent implementation of English 3D curriculum.

In terms of MTSS, ACE is working to further refine and develop the MTSS framework to ensure students receive early intervention. A clear cycle of inquiry for how students move through the MTSS process is in development, with scaffolded supports and interventions. This will ensure students receive the small group and individual supports needed in the core classroom prior to potential identification and once identified.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS - Percent of ACE students who are receiving tiered support based on academic performance and other individual data is 100%, as measured by annual audit.	2020-2021 100%	2021-2022 MTSS Tiered Support Distribution • T3 - 25% - IEP/504 • T2 - 15% - Success Plans • T1 - 60% - Generalized Supports			100%
ELPAC – Percent of English Learners making annual progress toward English language proficiency will meet the goal of increasing by 5% of baseline annually on average until the goal of 55% (High) is met OR being the same or higher than the local	2020--21 - 2021-2022 • Overall ELPI - 3% • Decreased - 66% • Maintained - 31% • Increased - 3%	2020--21 - 2021-2022 Decreased - % Maintained - % Increased - %			Medium 51.6% OR Meet or exceed District and State

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district and state averages, as measured by the ELPAC and reported on the California Schools Dashboard.					
SBAC or STAR Reading - Percent of students who meet annual reading growth targets will increase by 5% annually on average until the goal of 70% is met overall and for the EL and SPED subgroups, as measured by the Renaissance Star Reading Assessment.	2020-2021 School Year ELA SBAC Overall - 32.26% SPED - 0% EL - 20% SED 39.62	2021-2022 School Year ELA SBAC Overall - TBD SPED - TBD EL - TBD SED- TBD			Overall TBD SPED TBD EL TBD
SBAC or STAR Math - Percent of students who meet annual reading growth targets will increase by 5% annually on average until the goal of 70% is met overall and for the EL and SPED subgroups, as measured by the Renaissance Star Reading Assessment.	2020-2021 School Year Math SBAC Overall - 24.59% SPED - 0% EL - 10.34 % SED 24.59%	2021-2022 School Year Math SBAC Overall - TBD SPED - TBD EL - TBD SED - TBD			TBD
Survey - Percent of students and families	2020-2021	2021-2022			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who report awareness of, and satisfaction with, supports that they are receiving increases by 5% of baseline annually on average until the goal of 70% is met, as measured by annual survey.	Families - 100% Students - 72%	Families - TBD Students - TBD			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS Program	ACE has invested in a Director of Student Services to continue development of its MTSS framework. This will result in a clear cycle of inquiry for how students move through the MTSS process, with scaffolded supports and interventions. The application of GLAD strategies across all classrooms will be implemented as a Tier I practice in 2022-2023. The Professional Development cost associated school wide development costs is $40,000. 00. This training and will assist in ensuring students receive the small group and individual supports needed in the core classroom prior to potential identification. This will lead to both higher success of students with special needs and those within the MTSS process (most of who are socio-economically disadvantaged), as well as higher engagement.	$99,138.00	Yes
2.2	PBIS Program	ACE will invest in a Dean of Students to implement a Positive Behavior Intervention System at the School Site. Specific focus will be placed on students who are struggling, with a focus on students who are socio-economically disadvantaged and have special needs. This	$47,500.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		will result in a safe, supportive, and responsive learning environment in which students receive uniform responses and supports to their social-emotional and behavioral needs. This will lead to higher engagement and time on task, in turn supporting student achievement for students with special needs and who are socio-economically disadvantaged		
2.3	ELD Program	ACE will invest in an ELD Teacher to provide oversight of the ELD program and support in the implementation of designated ELD instruction for English Learners using the English 3D curriculum. This will result in the development of an ELD Playbook, stronger alignment of Designated ELD instruction to the ELD Standards and students' language levels, increased efficacy in the implementation of the English 3D curriculum, and more consistent push-in and pull-out ELD. This will lead to an increase in the percentage of students who are ELs that are making annual progress in English Proficiency as measured by the ELPAC. In collaboration with the ELD Teacher, ACE will utilize instructional coaching by the AP of Curriculum to strengthen the Integrated ELD program in alignment with the ELD Playbook through ongoing observation and feedback cycles to support this objective. This will result in systematization, monitoring, and enhanced implementation of comprehensive integrated ELD across all grade levels and subject areas, to scaffold both the content vocabulary and the forms and function of language required. This will lead to an increase in percentage of students who are ELs meeting annual progress in English Proficiency as measured by the ELPAC.	$118,563.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Introduction of the MTSS began this year at ACE High School. For the 2022-23 school year ACE High School will invest an 40,000.00 in the GLAD training for all High School staff members. All instructional staff will receive two days days of in person training during summer 2022 PD, and two days of in person training in January 2023.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

At this time the assessment of success of Actions is hampered by the variable of the COVID-19 Pandemic.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Goal 2, Action 1: In 2021-22 an MTSS timeline was introduced with targeted interventions for specific tier of students, ACE High School has implemented Tier II support with 15% of its students in alignment with the MTSS Network Wide Rollout. The 2020-2021 Baseline of 100% receiving support did not accurately reflect the tiered support being provided, nor convey meaning to determine the impact of this action. For 2022- 2023 Goal 2, Action 1 metrics have been revised.
- Goal 2, Action 2, An assessment of effectiveness of the 2021-2022 PBIS goal is hampered by the sixteen months students spent in distance learning during the COVID-19 Pandemic.
- Goal 2, Action 3, In 2020-21 ACE did not meet its growth targets for EL students. In the 2018-19 school year ACE demonstrated ELPAC results comparable to, if not above that of its Authorizer. In 2020-21 ACE did not meet its growth targets for EL students. ACE High School demonstrates a need to increase services to address the advancement of English Learner Acquisition. Causation of language acquisition delays cannot be attested to any one thing, however it is commonly understood that the impact of the pandemic on EL students has been greater than that of a student who is not acquiring language. In the 2022-2023 ACE High SChool will be providing GLAD training for all teachers. The integration of GLAD strategies across all content areas will assist in the closure of the noted gap between ACE student achievement and that of the state and Authorizer.

ELPAC Results in 2018-2019
Students at Level 4 in CA, 16.40%, the Authorizing District, 17.58 %, ACE High School were 22.70%
Students at Level 3 in CA, 37.77%, the Authorizing District, 29.35 %, ACE High School were 29.73%
Students at Level 2 in CA, 30.12%, the Authorizing District, 29.69 %, ACE High School were 23.78%
Students at Level 1 in CA, 15.71%, the Authorizing District, 23.38 %, ACE High School were 23.78%

ELPAC Results in 2020-21
Students at Level 4 in CA, 13.98%, the Authorizing District, 20.42 %, ACE High School were 0.00 %
Students at Level 3 in CA, 33.66%, the Authorizing District, 29.02 %, ACE High School were 3.77 %
Students at Level 2 in CA, 32.57%, the Authorizing District, 23.64 %, ACE High School were 23.58 %

Students at Level 1 in CA, 19.79%, the Authorizing District, 26.92 %, ACE High School were 72.64 %

EL Students Overall ELPI - 3%, 66% of students Decreased ELPI, 31% of students Maintained ELPI level, 3% of students Increased ELPI Level.

- Goal 2, Action 4, "ELD instruction" has been combined with Goal 2, Action 3, "ELD Program". ELD instruction is inherent to ELD programming, and as such is held within the larger program.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	College Readiness Broad Goal: Students who have traditionally been underserved, and therefore are underachieving, will receive a comprehensive, college and career preparatory education that rapidly accelerates learning and remediates gaps. The instructional program is designed to serve students who are socio-economically disadvantaged, Latinx, are ELLs, or have special needs. School structures and systems will provide scaffolds and differentiated instruction based on data, to ensure every student receives the supports to progress at their optimal pace. ACE will focus on strengthening of instructional practice through coaching and the use of robust curriculum and assessment tools to achieve this goal. This Maintenance of Progress Goal supports the following ACE Strategic Plan Goal: • Goal 1c - College Readiness - Students will gain the academic knowledge and skills necessary to succeed in college and beyond. Aligns with State Priorities; Priority 2: State Standards (Conditions of Learning); Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners Priority 5: Pupil Engagement; School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates

An explanation of why the LEA has developed this goal.

ACE serves a student population who has been traditionally underserved and therefore are underachieving when they enter the school. While ACE has made strong strides in creating a safe and welcoming environment for the students and is competitive in terms of the local landscape in serving these students, further work must happen to ensure they reach the academic achievement levels necessary for college and career success.

Within ACE HIgh Schools student body, 90% are socio-economically disadvantaged, 97% are Latino, 53% are ELs, and 25% have special needs. Pre-pandemic indicators show that:

- As rated on the CA Schools Dashboard, achievement in ELA is rated Red overall and for all subgroups. Math is rated Orange overall and for the Latino and socio-economically disadvantaged subgroups, but Red for the EL and SPED subgroups.

During the LCAP process, stakeholders consistently appreciated the scaffolded supports provided through College Seminar, Office Hours,

and embedded differentiation within the core classroom and wanted these to continue. Stakeholders also wanted to ensure consistency across classrooms, with all teachers able to effectively support students - a goal ACE holds as well as the primary driver for increasing achievement levels for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC in ELA - The distance from meeting proficiency at Level 3 in ELA (DF3) overall and for each significant subgroup will be decreased by 10% of the gap annually on average, overall and for all subgroups.	Overall -13 Latino -14.5 FRL -12.6 SPED n/a EL n/a	2021-2022 ELA SBAC • Overall - TBD • Latinx- TBD • SED - TBD • SPED -TBD • EL - TBD			Overall -9.5 Latino -10.6 FRL -9.2 SPED n/a EL n/a
SBAC in Math - The distance from meeting proficiency at Level 3 in ELA (DF3) overall and for each significant subgroup will be decreased by 10% of the gap annually on average, overall and for all subgroups.	Overall -103.5 Latino -106.2 FRL -103.1 SPED n/a EL n/a	2021-2022 Math SBAC • Overall - TBD • Latinx- TBD • SED - TBD • SPED -TBD • EL - TBD			Overall -75.5 Latino -77.4 FRL -75.2 SPED n/a EL n/a
Survey - Percent of students, families, and staff who report ACE develops college-readiness will	Spring 2021 Students - 59% Families - 100% Staff - 14%	Spring 2022 Students - % Families - % Staff -			Students 59% Families TBD Staff 29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.					
A - G - Increase by 5% of baseline annually on average the percent of Seniors who graduate completing the UC/CSU A - G requirements until the goal of 80% or higher is met, as measured by Annual Audit and reported in Dataquest.	Overall 100% Latino 100% FRL 100% SPED n/a EL n/a	Spring 2022 • Students - TBD • Families - TBD • Staff - TBD			Overall 100% Latino 100% FRL 100% SPED n/a EL n/a
College and Career Indicator (CCI) - Increase by 5% of baseline annually on average the percent of students who are “Prepared” on the CCI until the goal of 80% or higher is met, as measured by the California Schools Dashboard.	Overall 44.2% Latino 44.2% FRL 44.2% SPED n/a EL n/a	2021-2022 • Overall - TBD • Latinx- TBD • SED - TBD • SPED -TBD • EL - TBD			Overall 51.2% Latino 51.2% FRL 51.2% SPED n/a EL n/a

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Scaffold Curriculum	ACE will strengthen scaffolds within its core curriculum model, through use of technology that allows for embedded supports and monitoring (PearDeck, Go Formative, Freckle) as well as supplemental activities (BrainPop, Achieve3000). This will result in differentiated learning experiences within the adopted curriculum based on student need, with scaffolds for grade level material and supplemental material provided at students' level. This will lead to higher levels of student achievement for subgroups who are currently not meeting the ELA, Math, and CCI indicators on the CA Schools Dashboard including students who are socio-economically diverse, English Learners, and/or have special needs.	$16,500.00	No
3.2	Strengthen Instruction	ACE will develop strength in instructional practice and consistency across classrooms and subject areas, under the supervision of the Chief of Schools and Director of Academics, through initial summer onboarding and then observation and coaching by a dedicated Instructional Coach at least every other week and in weekly data meetings to inform instruction. Coaches will use the Relay "Get Better Faster" Scope and Sequence, which they are each trained in to support this work. All teacher observation and feedback will be tracked in Whetstone to provide "bite sized" actionable feedback to promote rapid progress. This will result in implementation with fidelity of the core and supplemental curriculum aligned to the CCSS and NGSS, differentiated learning experiences within the adopted curriculum based on student need, and utilization of high-leverage instructional practices that place the cognitive load on students. This will lead to higher levels of student achievement for subgroups who are currently not meeting the ELA, Math, and CCI indicators on the CA Schools Dashboard including students who are socio-economically diverse, English Learners, and/or have special needs.	$285,568.00	No
3.3	Assessment Practice	ACE will invest in a Data Director to gather, store, and disseminate data from multiple partners via an online platform. This will include the	$599,000.00	No

Action #	Title	Description	Total Funds	Contributing
		core assessments from STAR Renaissance and Achievement Network. This will result in a robust Common Core and SEL aligned assessment practice that provides ongoing data on student mastery of standards and preparation for college as well as development of social-emotional and behavioral mindsets, which teachers will then actively use to inform instruction and address whole class, small group, and individual needs. Support will be provided from their instructional coach as detailed above. This will lead to more targeted and rapid response to student needs, especially for subgroups who are not meeting achievement standards academically, social-emotionally, and behaviorally including those who are socio-economically disadvantaged, are ELs, or have special needs.		
3.4	College Seminar Program	ACE will invest in a College Seminar program for all students specifically designed to meet the needs of youth who are socio-economically disadvantaged and therefore are traditionally underserved and achieving belowgrade level. This will result in tailored curriculum that develops the knowledge, skills, and mindsets necessary to become college and career ready through active goal setting, action planning, and reflection. In addition, it will include a curriculum that develops college knowledge and awareness for students who are most frequently first generation college going. This will lead to increased levels of college and career readiness as measured by the SBAC in MS and CCI indicator in HS, as well as A-G completion.	$120,193.00	No
3.5	College Field Trips	ACE will provide college field trips. This will result in all students having the experience of being on college campuses to build college knowledge and awareness, as well as optimism. This will lead to a broader understanding of college and the ability for first-generation students who are socio-economically disadvantaged being able to see themselves in those spaces and in turn working toward that goal, as realized in higher levels of achievement as measured in the CCI.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

2021-2022 growth monitoring using the "Sown to Grow' program has not been implemented at this time, "Sown to Grow" has been removed from any associated actions. A programatic review of College Seminar's use for goal setting and monitoring will take place in the 2022-2023 school day during staff in-service days. This review will result in active student goal setting and monitoring in College Seminar.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Field Trips did not occur in the 2021-22 School year due to pandemic restrictions.

An explanation of how effective the specific actions were in making progress toward the goal.

It is expected that the COVID-19 Pandemic will have an impact on the metrics/indicators used to measure this goal.

- Goal 3, Action 1: Will continue as planned through the pilot of ELA/ELD materials. The indicators of success on this goal are in their final stages of completion, SBAC associated indicators will be updated within the LCAP when this information is available.
- Goal 3, Action 2: Will continue as planned through the pilot of ELA/ELD materials. The indicators of success on this goal are in their final stages of completion, SBAC associated indicators will be updated within the LCAP when this information is available.
- Goal 3, Action 3: Will continue as planned through the pilot of ELA/ELD materials. The indicators of success on this goal are in their final stages of completion, SBAC associated indicators will be updated within the LCAP when this information is available.
- Goal 3, Action 4: Has been combined with Goal 3, Action 3
- Goal 3, Action 5: College Seminar has shifted to Goal 3, Action 4 maintain linearity in the numeric order of Actions associated with this goal. to

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.3 has been added to 3.5. The measurement of personal growth is now included within the college readiness action. 2021-2022 growth monitoring using the "Sown to Grow' program has not been implemented at this time, "Sown to Grow" has been removed from any associated actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Family Engagement & Empowerment Maintenance of Progress Goal: ACE Families are empowered through structures that recognize and support them in being full partners in their children's education, and promote their agency and voice in the life of the school. Aligns with State Priorities: Priority 3: Parental Involvement; Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups Priority 5: Pupil Engagement; School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates Priority 6: School Climate; Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

An explanation of why the LEA has developed this goal.

The vast majority of ACE families have low socio-economic status and limited educational attainment, which traditionally inhibits their ability to have voice and agency in supporting their children. ACE will continue to develop and implement an annual family engagement program to elevate voice and agency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey - Percent of students, families, and staff who report ACE develops a sense of optimism and hope about students' futures will increase	Spring 2021 Panorama Survey Students 92% Families 100% Staff 68%	Spring 2022 Panorama Survey • Students % • Families % • Staff %			Students 54.4% Families TBD Staff 44%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.					
Survey - Percent of students, families, and staff who report ACE develops college-readiness will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	Spring 2021 Panorama Survey Students 59% Families 100 % Staff 14%	Spring 2022 Panorama Survey • Students % • Families % • Staff %			Students 59% Families TBD Staff 29%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Engagement & Involvement Program	ACE will invest in a broad program to engage and involve families, under the direction of a Director and Manager of Community Engagement and with the support of a Parent Organizer. This will result in Cafécitos, student-led conferences, college readiness workshops, parent panels, family inclusion on hiring and decision-making committees (i.e. the Community Task Force focused on COVID-19 response), and continued development of the parent ambassador and community ambassador programs. This will lead to families being empowered and being full partners in their child's education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey.	$129,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Family Programming	ACE will develop and invest in a Community Ambassador Program. This will result in the development of family leaders, who will have voice and agency in ensuring the ACE program directly meets student and family needs. Cafécitos and other programming will be designed by families, aligned to both ways of supporting their students as well as basic needs such as food security, immigration rights, and ELD. This will lead to families being empowered and being full partners in their child's education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey.	$23,750.00	Yes
4.3	Community Ambassador Program	ACE will develop and invest in a Community Ambassador Program. This will result in the development of family leaders, who will have voice and agency in ensuring the ACE program directly meets student and family needs. Cafécitos and other programming will be designed by families, aligned to both ways of supporting their students as well as basic needs such as food and housing security, immigration rights, and ELD. This will lead to families being empowered and being full partners in their child's education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey	$44,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

A copy of the cultural events calendars is attached to the 2021-22 LCAP Submission.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in 2021-2022.

An explanation of how effective the specific actions were in making progress toward the goal.

In 2020-2021 the chosen metrics demonstrate strength in the overall belief in student success held by families. Teachers and students demonstrate a significant difference in this belief. Teaching staff demonstrating the largest disparity with only 14% of staff reporting they believed students would be ready for college by the time they complete high school. Causation is not addressed in the survey question, however there is little doubt that the COVID-19 pandemic has impacted the outcomes on this metric.

In 2021-2022 It is expected that the COVID-19 Pandemic will have an impact on the metrics/indicators used to measure this goal.
Goal 4, Action 1: The indicators of success on this goal are in their final stages of completion.
Goal 4, Action 2: The indicators of success on this goal are in their final stages of completion.
Goal 4, Action 3: The indicators of success on this goal are in their final stages of completion.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The 2021 Spring survey had not fully closed at the time of the LCAP submission in 2021, this metric now holds the entirety of the data collected in the Spring of 2021. In 2022-2023 the Parent Survey will be sent in April so that it can be included in the LCAP and planning for the subsequent year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	ACE is an operationally-sound organization with the capacity to carry out Goals 1-4. Aligns with State Priorities; State Priority 1: Basic (Conditions of Learning) Rate of teacher mis-assignment as relates to: Equity, Professional Learning, Resource Alignment, Teachers Student access to standards-aligned instructional materials as relates to: Curriculum, Instruction, Resource Alignment Facilities in good repair as relates to: Culture and Climate, Resource Alignment

An explanation of why the LEA has developed this goal.

The ACE program is a bold initiative to serve the most underserved students in San Jose. Implementation of the program requires an operationally-sound organization able to ensure students are at the center of all decision-making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialing - Percent of teachers who are appropriately credentialed for their assignment will be 100%, as measured by annual audit and reported on the SARC.	100%	100%			100%
Facility - Facility will be rated as Good, as measured by annual inspection using the	Good	Good			Good

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT and reported on the SARC.					

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Staffing	ACE will hire, develop, and retain a certificated and classified staff (including benefits) to support implementation of the goals and actions. This will result in a staff that is aligned to the ACE Mission and Vision and equipped for their assignment. This will lead to 100% of staff appropriately credentialed for their assignment.	$2,296,233.00	No
5.2	Curriculum and Materials	ACE will acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations. This will result in high quality, standards-aligned, and grade-level curricular materials. This will lead to a quality instructional program.	$113,543.00	No
5.3	Contracting, Equipment, & Facility	ACE will contract professional services to support instructional program; contract professional services to support operations, including student recruitment, records, and annual audit; and purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software; and contract a facility. This will result in a strong organization and physical site for learning. This will lead to the the organization’s longevity	$1,775,431.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal describes the general day to day fiscal integrity of the ACE Facility, Williams Compliance, and the procurement of highly qualified staff. ACE High School looks to pilot CTE, additional AP courses, and dual enrollment in online college courses for it's students in the years to come. Where funding can be attached to a direct service or action in Goals 1-4 the funding will be attached accordingly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures have been experienced due to staffing shortages, transportation, and concerns due to COVID-19.

An explanation of how effective the specific actions were in making progress toward the goal.

This is a general space to manage expenditures. The FIT form has not traditionally been used on ACE campuses. ACE High School is collocated in a long term lease. Through this agreement spaces that are shared are maintained by the authorizing school district. The space that is dedicated is to ACE is maintained by ACE. Due to COVID, ACE has invested over 400K in facilities improvements. Annually through our close out process there is a checklist and deep cleaning process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Specific staffing positions have been removed from Goal 5 and placed within Goals 1-4 to increase transparency of expenditures. Staffing shortages have impacted schools nation wide. In some instances where full time, credentialed staff were not available substitute teachers, or resident teachers under indirect supervision served in this capacity.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,331,176	193,798

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.31%	24.31%	$1,271,044.00	58.62%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For Goals 1, 3, and 4, ACE has utilized supplemental and concentration dollars in a school-wide manner, given the extremely high percentage of unduplicated pupils. The dollars have been spent in alignment with the school's strategic plan, across three core areas that are specifically designed as the foundation of a program meant to serve the specific needs of socio-economically disadvantaged youth:

Voice and Choice

- ACE attracts and retains students who have been served poorly by the traditional system
- School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning

College-Readiness

- Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.
- Students prepare for college by attaining proficiency in challenging, standards-based course work

Family Engagement

- Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes

For Goal 2, ACE utilized supplemental and concentration dollars specifically focused on English Learners and on students who are academically struggling and/or have special needs, most of whom are also socio-economically disadvantaged.

Academic and Personal Growth

- MTSS systems support previously low-achieving students in making rapid growth
- Integrated and designated ELD programs support ELs in making annual progress toward English proficiency

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Additional services are provided within the ACE program to meet the needs of the ACE target students, who are predominantly socio-economically disadvantaged and English Learners. These additional supports and scaffolds are embedded into the program to ensure these students graduate college-ready.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

GLAD Training as described in Goal 2.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,017,513.00				$6,017,513.00	$3,337,402.00	$2,680,111.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Recruitment Campaign	English Learners Foster Youth Low Income	$39,750.00				$39,750.00
1	1.2	Attendance Intervention	English Learners Foster Youth Low Income	$158,544.00				$158,544.00
1	1.4	Community & Culture Program	All	$52,500.00				$52,500.00
1	1.5	PBIS and Counseling Program	English Learners Foster Youth Low Income	$68,175.00				$68,175.00
2	2.1	MTSS Program	English Learners Foster Youth Low Income	$99,138.00				$99,138.00
2	2.2	PBIS Program	All Students with Disabilities	$47,500.00				$47,500.00
2	2.3	ELD Program	English Learners	$118,563.00				$118,563.00
3	3.1	Scaffold Curriculum	All Students with Disabilities	$16,500.00				$16,500.00
3	3.2	Strengthen Instruction	All Students with Disabilities	$285,568.00				$285,568.00
3	3.3	Assessment Practice	All Students with Disabilities	$599,000.00				$599,000.00
3	3.4	College Seminar Program	All Students with	$120,193.00				$120,193.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
3	3.5	College Field Trips		$30,000.00				$30,000.00
4	4.1	Family Engagement & Involvement Program	English Learners Low Income	$129,125.00				$129,125.00
4	4.2	Family Programming	English Learners Low Income	$23,750.00				$23,750.00
4	4.3	Community Ambassador Program	English Learners	$44,000.00				$44,000.00
5	5.1	Staffing	All	$2,296,233.00				$2,296,233.00
5	5.2	Curriculum and Materials	All Students with Disabilities	$113,543.00				$113,543.00
5	5.3	Contracting, Equipment, & Facility	All Students with Disabilities	$1,775,431.00				$1,775,431.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,879,849	1,331,176	34.31%	24.31%	58.62%	$758,545.00	136.00%	155.55 %	**Total:**	$758,545.00
								LEA-wide Total:	$758,545.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Recruitment Campaign	Yes	LEA-wide	English Learners Foster Youth Low Income		$39,750.00	
1	**1.2**	Attendance Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		$158,544.00	
1	**1.5**	PBIS and Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$68,175.00	
2	**2.1**	MTSS Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,138.00	34
2	**2.2**	PBIS Program	Yes	LEA-wide		All Schools	$47,500.00	
2	**2.3**	ELD Program	Yes	LEA-wide	English Learners	All Schools	$118,563.00	
3	**3.5**	College Field Trips	Yes	LEA-wide			$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Family Engagement & Involvement Program	Yes	LEA-wide	English Learners Low Income	All Schools	$129,125.00	34
4	4.2	Family Programming	Yes	LEA-wide	English Learners Low Income	All Schools	$23,750.00	34
4	4.3	Community Ambassador Program	Yes	LEA-wide	English Learners	All Schools	$44,000.00	34

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Recruitment Campaign	Yes		
1	**1.2**	Attendance Intervention	Yes		
1	**1.3**	Agency & Resiliency Program	Yes		
1	**1.4**	Community & Culture Program	Yes		
1	**1.5**	PBIS and Counseling Program	Yes		
2	**2.1**	MTSS Program	Yes		
2	**2.2**	PBIS Program	Yes		
2	**2.3**	ELD Program	Yes		
2	**2.4**	ELD Instruction	Yes		
3	**3.1**	Scaffold Curriculum	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Strengthen Instruction	Yes		
3	3.3	Assessment Platform	Yes		
3	3.4	Assessment Practice	Yes		
3	3.5	College Seminar Program	Yes		
3	3.6	College Field Trips	Yes		
4	4.1	Family Engagement & Involvement Program	Yes		
4	4.2	Family Programming	Yes		
4	4.3	Community Ambassador Program	Yes		
5	5.1	Staffing	No		
5	5.2	Curriculum and Materials	No		
5	5.3	Contracting, Equipment, & Facility	No		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1271044	$0.00	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Recruitment Campaign	Yes				
1	1.2	Attendance Intervention	Yes				
1	1.3	Agency & Resiliency Program	Yes				
1	1.4	Community & Culture Program	Yes				
1	1.5	PBIS and Counseling Program	Yes				
2	2.1	MTSS Program	Yes				
2	2.2	PBIS Program	Yes				
2	2.3	ELD Program	Yes				
2	2.4	ELD Instruction	Yes				
3	3.1	Scaffold Curriculum	Yes				
3	3.2	Strengthen Instruction	Yes				
3	3.3	Assessment Platform	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Assessment Practice	Yes				
3	3.5	College Seminar Program	Yes				
3	3.6	College Field Trips	Yes				
4	4.1	Family Engagement & Involvement Program	Yes				
4	4.2	Family Programming	Yes				
4	4.3	Community Ambassador Program	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,228,164	1271044	0	24.31%	$0.00	0.00%	0.00%	$1,271,044.00	24.31%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Summative ELPAC

Detailed Test Results for:
School: ACE Charter High

CDS Code: 43-69427-0125617 | County: Santa Clara | District: ACE Charter High

Report Options

Year: 2020–21

Student Group: All Students (Default)

School Type: All Schools

Selections Applied

PLEASE NOTE: English learners from Kindergarten to Grade 12 can be compared by mean scale scores and percentages at each performance level within grade levels, and adjacent grade spans. Note that schools made up of different grade levels should be compared with caution. **Scores for 2018–19 should not be compared to scores from previous years as the thresholds have changed and the scores are not comparable.**

Please visit the Understanding Results page for a description of the performance levels displayed below.

2020–21 Detailed Test Results for All Students

Select Display Type: Percentage of Students

▼ **Data Detail - All Students (accessible data)**

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	68	54	44	230
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38	35	18	17	108
# of Students Tested with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37	35	17	17	106
Mean Scale Score - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1485.5	1471.6	1468.9	1482.2	N/A
Mean Scale Score - Oral Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1428.0	1410.8	1417.8	1426.9	N/A
Mean Scale Score - Written Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1542.5	1531.9	1519.5	1536.9	N/A

Percentage of Students at Each Performance Level

Overall Performance

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2.70%	2.86%	0.00%	11.76%	3.77%
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37.84%	20.00%	17.65%	5.88%	23.58%
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.46%	77.14%	82.35%	82.35%	72.64%

Oral Language Performance

Oral Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2.70%	0.00%	0.00%	5.88%	1.89%
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	97.30%	100.00%	100.00%	94.12%	98.11%

Written Language Performance

Written Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5.41%	2.86%	5.88%	5.88%	4.72%
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18.92%	8.57%	5.88%	0.00%	10.38%
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45.95%	54.29%	29.41%	47.06%	46.23%
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29.73%	34.29%	58.82%	47.06%	38.68%

Percentage of Students by Domain

Listening

Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5.41%	2.86%	0.00%	0.00%	2.86%
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75.68%	62.86%	50.00%	47.06%	62.86%
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18.92%	34.29%	50.00%	52.94%	34.29%

Speaking

Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.00%	100.00%	100.00%	100.00%	100.00%

Reading
Reading

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.51%	2.86%	6.25%	5.88%	7.62%
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35.14%	57.14%	25.00%	41.18%	41.90%
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51.35%	40.00%	68.75%	52.94%	50.48%

Writing
Writing

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00%	0.00%	5.88%	5.88%	1.94%
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.29%	71.43%	58.82%	47.06%	69.90%
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.71%	28.57%	35.29%	47.06%	28.16%

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ACE Panorama Student Survey Results - January 2022

This report was generated from responses to ACE's fall 2021 student survey administered via Panorama. The table below shows the number of responses received and the overall response rate for this survey as well as two similar student surveys administered during the 2020-21 school year. Please note, respondents did not always respond to all questions, so some averages included in this report may only be from a subset of the number of respondents indicated.

Metric	Winter 20-21 Network Total	Spring 20-21 Network Total	Fall 21-22				
			Network Total	ACE HS	Empower	Esperanza	Inspire
Responses Received	695	460	590	46	153	187	204
Response Rate[1]	61%	40%	56%	11%	72%	87%	89%

The results below are organized by survey topic description. And results are presented in terms of the percent of respondents who selected a "favorable" answer choice. Typically, the top one or two answer choices are favorable, but the number of answer choices and the number of choices considered favorable vary by question. [2]

[1] As calculated by Panorama

[2] Survey questions, question response choices, and how they were coded with regards to favorability in Panorama was not always consistent between surveys. For consistency between, some response favorability coding was modified in this report. Unfortunately it is not currently possible to retroactively correct these errors or discrepancies in Panorama. Therefore, averages in this report may vary somewhat from averages that appear in Panorama.

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Summary & Highlights

Topic Description	*20-21 CORE Data Collaborative Comparison*	Winter 20-21 Network Average	Spring 20-21 Network Average	Fall 21-22 Network Average	ACE HS	Esperanza	Empower	Inspire
ACE Specific Questions[3]	*NA*	61%	65%	59%	63%	58%	58%	59%
Climate of Support for Academic Learning	*83%*	80%	85%	72%	70%	76%	72%	70%
Growth Mindset	*68%*	56%	61%	57%	55%	59%	56%	58%
Knowledge and Fairness of Discipline, Rules and Norms	*85%*	79%	81%	68%	62%	70%	72%	65%
School Safety	*76%*	75%	78%	74%	80%	76%	77%	67%
Self-Efficacy	*51%*	42%	47%	44%	38%	47%	42%	43%
Self-Management	*66%*	56%	62%	55%	59%	57%	51%	57%
School Climate/ Sense of Belonging (School Connectedness)	*77%*	64%	66%	59%	53%	63%	57%	58%
Social Awareness	*65%*	52%	55%	55%	58%	58%	50%	55%

- Most topics' results were comparable to those from last Winter. However, there were **modest declines** in:

[3] For consistency, only ACE-Specific Questions that were asked in the Fall 2021-22 survey are included in calculations for 2020-21 surveys. 2020-21 surveys included a range of questions related to distance learning, which have been excluded from this report.

- **Climate of Support for Academic Learning** (8% points)
- **Knowledge and Fairness of Discipline, Rules and Norms** (11% points)
- **School Climate/Sense of Belonging (School Connectedness)** (5% points)

- Current network averages for all topic descriptions are **less favorable** when compared to the 20-21 **CORE Data Collaborative** results

ACE Specific Questions

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
I believe that I will be ready to attend and succeed in college by the time I graduate from high school.	60%	63%	54%	44%	59%	52%	54%
ACE helps me feel optimistic and hopeful about my education and future.	62%	66%	57%	61%	57%	56%	58%
I have a staff member at ACE that I trust and can go to for support	NA	NA	64%	78%	59%	61%	67%
I am aware of all the supports I should be receiving	NA	NA	56%	65%	55%	54%	55%
I am satisfied with all the supports that I am receiving	NA	NA	63%	65%	62%	65%	63%

Climate of Support for Academic Learning

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
Do adults at school encourage you to work hard so you can be successful?	74%	83%	68%	72%	67%	71%	65%
Do your teachers work hard to help you with your schoolwork when you need it?	82%	87%	75%	70%	79%	78%	70%
Do teachers give students a chance to take part in classroom discussions or activities?	82%	84%	70%	76%	68%	73%	69%
Do teachers go out of their way to help students?	81%	84%	74%	63%	72%	80%	74%

Growth Mindset

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
I can change my intelligence with hard work	61%	67%	64%	60%	67%	64%	64%
I can increase my intelligence by challenging myself.	61%	62%	61%	65%	57%	64%	61%
I am capable of learning anything	55%	63%	56%	54%	51%	58%	60%
I can do well in a subject even if I am not naturally good at it.	43%	50%	48%	41%	50%	50%	46%

Knowledge and Fairness of Discipline, Rules and Norms

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
Does this school clearly tell students what	78%	82%	78%	74%	84%	75%	78%

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
would happen if they break school rules?							
Are rules in this school made clear to students?	80%	80%	67%	59%	73%	67%	64%
Do students know how they are expected to act?	79%	78%	58%	59%	59%	61%	53%
Do students know what the rules are?	80%	82%	68%	54%	70%	75%	64%

Safety

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
Do other kids hit or push you at school when they are not just playing around?	79%	85%	74%	91%	77%	78%	64%
Do other kids at school spread man rumors or lies about you?	73%	78%	69%	74%	70%	71%	65%
Do other kids at school ever tease you	71%	73%	75%	80%	73%	78%	71%

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
about what your body looks like?							
Do other kids steal or damage your things, like your clothing or your books?	NA	NA	84%	98%	89%	82%	78%
How safe do you feel when you are at school or in online school session?	75%	76%	66%	57%	75%	70%	57%

Self-Efficacy

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
I can earn an A in my classes	52%	64%	60%	50%	55%	68%	58%
I can do well on all my tests, even when they are difficult.	36%	41%	38%	26%	41%	37%	40%
I can master the hardest topics in my classes.	29%	32%	30%	30%	28%	35%	27%
I can meet all the learning goals my	46%	50%	47%	46%	44%	49%	46%

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
teachers set.							

Self-Management

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
I came to class prepared	65%	75%	61%	72%	55%	60%	64%
I remembered and followed directions	74%	84%	66%	80%	66%	63%	66%
I got my work done right away instead of waiting until the last minute	43%	45%	54%	39%	51%	57%	57%
I paid attention, even when there were distractions	52%	50%	46%	46%	40%	48%	48%
I stayed calm even when others bothered or criticized me	56%	54%	50%	59%	41%	56%	49%

School Climate/Sense of Belonging (School Connectedness)

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
Do you feel close to people at school?	38%	47%	54%	59%	56%	57%	50%
Are you happy to be at this school?	69%	66%	56%	52%	53%	59%	57%
Do you feel like you are part of this school?	64%	66%	53%	41%	51%	57%	54%
Do teachers treat students fairly at school?	84%	84%	71%	59%	66%	77%	70%

Social Awareness

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
How carefully did you listen to other people's points of view?	59%	65%	65%	65%	57%	72%	65%

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average *(n=695)*	Spring 20-21 Network Average *(n=460)*	Fall 21-22				
			Network Average *(n=590)*	ACE HS *(n=46)*	Empower *(n=153)*	Esperanza *(n=187)*	Inspire *(n=204)*
How often did you compliment others' accomplishments?	42%	47%	52%	57%	50%	50%	53%
How well did you get along with students who are different from you?	56%	60%	69%	76%	63%	74%	66%
How clearly were you able to describe your feelings?	32%	35%	30%	22%	28%	38%	27%
When others disagreed with you, how respectful were you of their views?	67%	66%	59%	70%	53%	58%	63%

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
ACE Charter High School	$334,938

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

ACE works with families and communities in the highest-need neighborhoods to create and sustain middle and high schools where students who have been left behind by the traditional school system grow to be ready, by the time they leave high school, to choose to attend and graduate from a four-year college or university. ACE families and faculty work together to transform communities by creating and sustaining excellent schools where struggling students learn to thrive academically and personally. The vast majority of ACE families are socio-economically disadvantaged, have low educational attainment levels themselves, and are often immigrants with limited English. ACE has a “majority minority” student body, composed predominantly of students who are Latino and from low-income households, as well as a larger percentage of ELLs and students with special needs than found in the authorizing district, county, and state. To fully serve the ACE community it is understood that wrap-around services, including counseling, mental health education, enrollment support and case management of social services, parent workshops, after-school programming, and field trips.

The goal of this grant is to develop the pillars of a fully integrated MTSS community school based upon basic ACE tenets, connectedness, literacy, belonging, college readiness, and optimism.

Tangible outcomes of this grant will be:
1. A clearly defined pathway for career technical education for all ACE High School students, supporting internships and service learning.
2. Pre-AP Course pathway provided for all AP Courses currently offered ACE High School.
3. Access to a college and career counselor for all ACE High School students and their families.
4. A clearly defined pathway for students to receive the State Seal of Bi-literacy.
5. A scaffolded PD schedule to support the implementation of designated and integrated ELD for all ACE High School teachers.

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

100% of ACE High School Students will have access to A-G courses approved by the California state College Board.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 0

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

The addition of Pre- AP courses will supplement the current course offerings for ACE High School Students. At this time ACE High School offers Advanced Placement Courses in Chemistry, Calculus, Spanish, U.S. History, Human Geography, Physics, Psychology, and Seminar. ACE plans to add Pre-AP courses in Chemistry, Human Geography, U.S. History, and Spanish.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures

ACE Charter School
"Grow Everyone Every Day"

ACE Charter High School: East Side Union

Renewal Charter Petition

Respectfully Submitted to
East Side Union High School District:
September 29, 2016

For a Requested Charter Term of:
July 1, 2017 – June 30, 2022

Primary Contact:
Greg Lippman
Executive Director
ACE Charter Schools
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Grow • Everyone • Every Day

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2. School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning. 26

3. Students and families are engaged and independently demonstrate an optimistic mindset while developing key college-ready habits and attitudes 30

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ASSURANCES

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Greg Lippman, hereby certify that the information submitted in this petition for renewal of a California public charter school named ACE Charter High School: East Side Union High School District ("ACE" or the "Charter School"), and located within the boundaries of the East Side Union High School District ("ESUHSD" 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, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of ACE Charter High School: East Side Union High School District for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the

Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(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 a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- 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 a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- 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(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to 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 meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

_____ _____

Greg Lippman, Executive Director Date

ACE Charter Schools

EXECUTIVE SUMMARY

INTRODUCTION

Since the opening of ACE Charter High School in 2012, ACE has held a strong, collaborative working relationship with its community, most importantly with the East Side Union High School District (ESUHSD). ACE has greatly appreciated the partnership of the District staff, leadership, and Board of Trustees, and has benefitted greatly from the approach that District staff have taken and continue to take in figuring out solutions to various issues in a way that best serves students and families. Whether working on the yearly oversight visits and report, the collective effort to find a long-term home for ACE Charter High School, or the process for applying for renewal of this charter, the District staff consistently take an open, transparent approach that never loses sight of the bottom line of helping students succeed. For that, ACE expresses its appreciation and a continued organizational commitment to work closely with the District moving forward.

With the submission of this renewal petition, ACE Charter High School and the ACE Board of Directors look forward to the continued opportunity to serve the students of the East Side Union High School District for a term of July 1, 2017 through June 30, 2022.

THE NEED FOR ACE IN ESUHSD

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

The vast majority of ACE students are low-income Latinos from the highest-need neighborhoods in East San Jose. ACE students mostly come from demographic subgroups that are significantly underrepresented in college: 97% are low-income Latinos, 53% are English Learners, and 17% are students with special needs.

In 2016, ACE Charter High School had its first graduating class, and the achievements of these students are strong evidence of the power of the ACE model: 89% met the A-G requirements for admission to a UC or CSU, and 94% are headed off to college, with about half of those students going to University of California/California State University schools such as UC Davis, San Jose State, Chico State and others, and the other half enrolling in local community colleges such as Evergreen and DeAnza.

HIGHLIGHTS OF THE MODEL

The mission of ACE Charter High School, and the entire ACE organization, is the following:

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

This mission is founded on a profoundly felt optimism about children, families, and neighborhoods. And this optimism means that teachers and staff at ACE believe that children and families who are not only demographically underrepresented in college, but have a whole array of obstacles between them and a college degree, can learn the confidence and skills they need to thrive at a four-year university. Every element of the school's model is focused on developing this "college-ready confidence" - ACE's demanding yet optimistic culture permeates every aspect of the academic program, staff training, and parent engagement work, and helps students and families take their first steps toward reaching the goal of college success.

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

STRONG STUDENT OUTCOMES

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

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

These indicators are included in the Performance Report, as well as provided below.

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

Education Code § 47607 (3) (A) requires the authorizer to consider as the most important factor for charter school renewal, "increases in pupil achievement for all groups of pupil served by the charter school." Prerequisite to the submittal of the Charter Renewal Application, governed by the "standards and criteria" in Education Code § 47605, a charter school must demonstrate its eligibility for renewal by meeting the minimum standard for renewal delineated in Education Code § 47607(b) which requires that the charter school met "at least one of the following criteria:

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

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

In looking at academic performance data, ACE Charter High School's performance is "at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend" and often exceeds it. This can be seen in completion of A-G requirements, college acceptance rates, cohort graduation rate, and performance on the Smarter Balanced Assessment (SBAC).

A-G Requirements

ACE Charter High School students achieve at higher levels than their peers at the district, county, and state levels in terms of college readiness. 89% of the school's graduates completed their A-G requirements in 2015-16, over twice the rate of the district and state levels and significantly higher than the county in 2014-15 (the last year of publicly reported data). When looking at the ACE subgroups, this comparison shines an even brighter light on the true level to which the target population is achieving at a higher level through the ACE program. Low-income Latino students complete A-G requirements at approximately 1/3 the rate of ACE and English Language Learners do so at about 1/10 the rate.

	ACE	ESUHSD	SCCOE	CA
A-G Completion Overall	**89%**	43.1%	53.6%	43.4%
Low-income Latino Students	TBD	25.0%	25.8%	32.5%
English Language Learners	TBD	6.7%	7.8%	9.2%

College Acceptance Rates

The high level of A-G completion supported students in gaining acceptance to college. Of the initial graduating class in 2015-16:

- 77% of students were accepted to a four-year college
- 80% of students who are R-FEP were accepted to a four-year college
- 10% of students who are ELLs were accepted to a four-year-college
- 94% of students matriculated into a two- or four-year college or university, with roughly half attending four-year and half attending two-year
- 98% of students are first in family to go to college

The school sustained an average growth of over 2 points on the ACT for students in 2015-16, which ACE has set as its goal in keeping with the rate achieved at the nation's best schools

serving the same target student population well. Increasing ACT scores will increase the competitiveness of students as college applicants and graduates, which should result in an even higher four-year college acceptance rate in future years. An area of focus in the next charter term will be on acceleration of language acquisition, to support students who are ELs in not only A-G completion but also college readiness as measured by the ACT and four-year college acceptance rate, as well as the EAP/SBAC as discussed below.

Cohort Graduation Rate

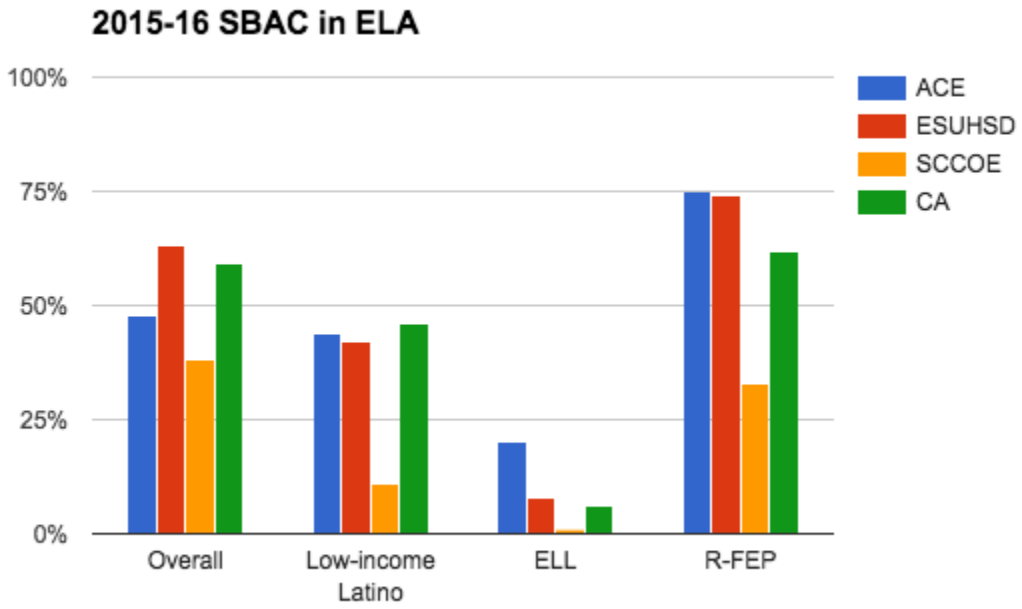
The results demonstrated in the A-G completion and four-year college acceptance rates were not achieved by graduating a small subset of students - they represent the vast majority of the high school class. The graduation rate for the initial graduating class was 89% in 2015-16. This is in comparison to an 83% overall cohort graduation rate within the district in 2014-15 (the most recent public data), with only a 78.3% cohort graduation rate for students who are Latino and 73.5% cohort graduation rate for students who are from low-income families. Again, we find that the targeted population of students at ACE are achieving at higher levels overall and for their subgroups as compared to the district.

SBAC

In looking at SBAC scores overall and for subgroups, we see that Overall rates of proficiency are lower than the district. However, ACE's target population are students who have been traditionally underserved and therefore disaggregating the data is essential in understanding ACE's performance. When we do so, we see that students as ACE are achieving at rates at least equal and often higher than that of the district, county, and state.

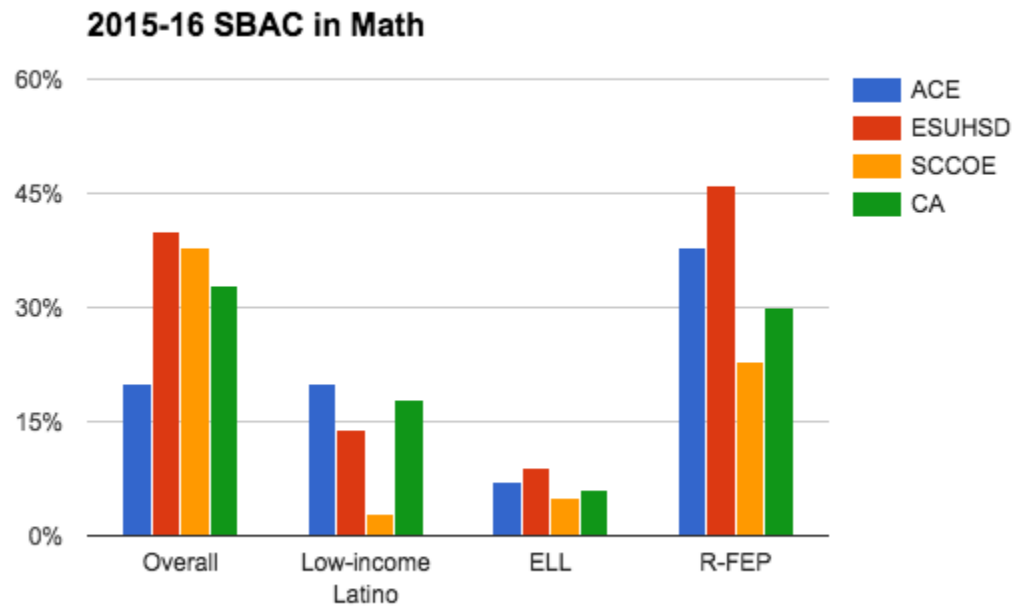
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In looking at proficiency in English Language Arts (ELA), we see that all three significant subgroups - students who are Latino and from low-income families, who are English Language Learners, and who are reclassified English Proficient - all achieve at higher rates than that of the district. In addition, they achieved at significantly higher rates than the county and two of the three groups achieve at rates higher than the state. As these subgroups are the vast majority population at ACE Charter High (98.6% of students are from low-income families, 96.4% are Latino, and 91.4% are either ELs or R-FEP) the focus of the program and analysis of the program must be on this demographic of student. In ELA, it is clear that students are achieving at least equal to and slightly higher than their peers at the schools they would otherwise attend.



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In looking at subgroup performance in Math, we see that students from low-income families who are Latino achieved at higher levels than the county, state, and the district. It bears repeating that this is over 95% of the student population at ACE Charter High School. For students speaking English as a second language, both students who are EL and R-FEP achieved at higher rates than the county and state, but slightly lower than the district. Here, it should be noted that of language learners, ACE students are almost all Latino and have Spanish as their primary language whereas ESUHSD has additional subgroups who speak other languages, in particular Asian ones. Just as data on students from low-income families reveals an achievement gap between Latino students and their White and Asian peers, it can be expected that this same divide occurs between language learners based on native language. As such, should the school be able to disaggregate data on language learners to focus solely on Spanish speakers, it is reasonable that the data would show an even more favorable comparison in terms of relative achievement levels. In Math then, it is clear that students who are from low-income families and are Latino are achieving at least equal to and slightly higher than their peers at the schools they would otherwise attend. For students who speak English as a second language and Spanish as their primary, it is likely they are also achieving at levels similar to their peers at the school they would otherwise attend.



In summary, the targeted student population at ACE Charter High School is achieving at levels that are well above the district, county, and state as measured by A-G completion rate, four-year college acceptance rate, and cohort graduation rate, and at least equal to and sometimes higher as measured by SBAC Proficiency.

Measurable Pupil Outcomes

Goals	Assessment Tools	Outcomes
All Seniors will graduate eligible for admission to a UC or CSU and have at least one college acceptance.	UC/CSU Admission matrix PSAT, ACT & SAT scores Internally collected data on senior class	• 98% met the A-G requirements necessary to apply to the UC/CSU system • 77% were accepted to a four-year college or university • 90% matriculated into college or university • 98% are first in family to go to college
At least half of the junior class will demonstrate readiness for college level English and Math	EAP component of CST exams	There is no longer a CST On the SBAC, • 48% demonstrated readiness in ELA • 20% demonstrated readiness in Math
Students will demonstrate mastery of grade-level standards at the Proficient or better level by the time they leave 11th grade in English-Language Arts and Math.	CST scores	There is no longer a CST On the SBAC, • 48% demonstrated proficiency in ELA • 20% demonstrated proficiency in Math
All Charter School students will pass the California High School Exit Examination (CAHSEE) by the end of the 11th grade	CAHSEE scores	There is no longer a CAHSEE
The Charter School will meet all of AMAO's for EL students	CELDT Scores CST Scores	48% of students met the criteria
The Charter School will meet Academic Performance Index (API)	API reports	There is no longer an API

growth targets as a whole school and in all reportable sub-groups		
The Charter School will meet Adequate Yearly Progress (AYP) targets	AYP reports	The school met AYP in 2014-15, via participation rates
Students: ● Understand the link between education and career aspirations ● Plan regularly for academic, social, and emotional needs for college in advisory ● And families take concrete steps to make college affordable	Advisory curriculum Student and family surveys Family meeting attendance Financial saving data collected from families Note: Factors for success taken from "Reclaiming the American Dream, White Paper" by the Bridgespan Group	This goal was aspirational, but not truly measurable.
The Charter School will maintain an ADA of 96%	Monthly and P1, P2, Annual attendance reports	The school maintained an attendance rate of 93.8% in 2012-13, 90.7% in 2013-14, 91.0% in 2014-15, and 90.4% in 2015-16.
The Charter School will retain at least 90% of students from year to year	Internally tracked data	The percent of students who re-enrolled was 77% in 2013-14, 75% in 2014-15, 79% in 2015-16, and 78% in 2016-17.
The Charter School will have a graduation rate of at least 95%	California Department of Education Dataquest	89% of students graduated in 2015-16, the first graduating class
The Charter School will initiate the WASC Accreditation process in its second semester of operation, as described in the WASC Affiliation Conditions of Eligibility	WASC Affiliation Conditions of Eligibility WASC Initial Visit Procedures Manual WASC Focus on Learning Schoolwide Criteria Expected Schoolwide Learning Results (ESLRs) developed by school staff,	The school is currently in the WASC self-study process

	students, and families in the accreditation process	

SOUND GOVERNANCE AND FINANCE

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

Strong Fiscal Accountability

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

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

Responsible Governance

The ACE Board of Directors, which has a demonstrated capacity to maintain the fiscal and organizational strength of ACE Charter High School. Board Members, along with their professional experience, role on the Board, and term expiration are as follows:

Name and Title	Board Position(s)	Term Expiration*
Tania Wilcox Former Board Chair and Executive Director, Breakthrough Silicon Valley	**President** Executive Committee, Development Committee	2016
Gary Rummelhoff Chief Financial Officer, Unity Care Group Former President and Board Member, Santa Clara County Office of Education and San Jose Unified School District	**Treasurer** Executive Committee, Finance Committee	2017

Dr. Linda Murray Strategic Advisor to XQ Institute Former Superintendent, San Jose Unified School District	**Secretary** Executive Committee, Academic Performance Committee	2016
Elizabeth Alvarez Franklin McKinley Children's Initiative Program Director, Catholic Charities of Santa Clara County Long-Time Community Organizer with PACT	Finance Committee	2016
Ryan Ford Partner, Ford Communications, Inc.	Fundraising Committee	2018
Florina Gallegos Retired Business Manager, Sacred Heart Parish Founding Member, PACT San Jose	Finance Committee	2017
Susan Hammer Former Mayor, City of San Jose Former Member, California State Board of Education		2016
Olga Israde Parent of ACE Student, Real Estate Agent	Fundraising Committee	2017
Anil Kumar Managing Partner, Mindspan, LLC	Fundraising Committee	2018
Dr. Mary Lairon Former Assistant/Associate Superintendent, Mountain View-Whisman and Redwood City Elementary School Districts	Academic Performance Committee	2017
Manou Mobedshahi Former CEO, Mobedshahi Hotel Group	Development Committee	2016

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

Strong Leadership

The ACE Senior Management Team and School Site Leadership bring a depth of experience in support of ACE across the sectors of educational program, data and assessment, college and career readiness, student services, finance, development and fundraising. Together, these

members have a proven track record of operating the ACE organization and ACE Charter High School in support of its students.

Senior Management Team members include:

- Greg Lippman, Executive Director
- Shawn Gerth, Managing Director of Academic Operations and Vision
- Naganath Mahalingam, Director of Finance
- Mike O'Farrell, Managing Director, Business Operations & Strategy

School Site Leadership Team members include:

- Jahsve Worthy, Principal of ACE Charter High School
- Keyur Shah, Assistant Principal of ACE Charter High School
- Berenice Cervantes, College Access Counselor of ACE Charter High School

COMPREHENSIVE PLANS FOR THE NEXT CHARTER TERM

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

- The Charter Review Matrix
- A Cover Letter
- A Performance Report (**Appendix Misc-3**)
- All required Affirmations and Assurances
- An Executive Summary that outlines primary changes to the petition
- A comprehensive description of the 15 elements, which meets or exceeds the standard and reflects newly enacted laws and regulations
- Appendices, including a five-year budget, cash flow analysis, and assumptions

TABLE OF CHANGES

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

- A redlined version of the original charter petition.
- A final revised charter petition incorporating all redline changes.

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 9th through 12th grade model has evolved over the course of the first charter term.
- Update the charter to reflect the current operations and governance structures of the school and network.
- Update the charter to meet legal requirements that have gone in effect since the original authorization.

To facilitate the review of this petition, the following table details the section, page number, and summary description of these changes.

Section	Summary Description
All	• Updated tense from future to present
Introduction and Executive Summary	
Introduction	• Updated introduction, including partnership with ESUHSD, continued need for ACE in ESUHSD, and highlights of the model
Strong Student Outcomes	• Added evidence of a strong educational model, which meets the criteria for renewal through strong student outcomes
Sound Governance and Finance	• Added evidence of financial soundness • Updated ACE Board of Directors Members, Offices, and Terms • Updated ACE Central Office and Site Based Staff Job Titles and Composition
Comprehensive Plans for Next Charter Term	• Added list of evidence provided within plan for next charter term
Table of Changes	• Added Table of Changes to facilitate review
Element A - Educational Program	
Mission and Vision	• Updated Mission statement, added Vision statement • Added text on “Grow, Everyone, Every Day” and Core Values
Students to Be Served	• Updated enrollment plan for next charter term, staying within previously approved capacity of 400 to 600 students

	• Added detail on demographics of student population
Attendance Requirements	• Added detail on the school year and day
What It Means to Be Educated in the 21st Century	• Updated to align with the CCSS, NGSS, CSS, and ACT College Readiness Standards
Educational Philosophy	• Updated to align with the CCSS, NGSS, CSS, and ACT College Readiness Standards • Updated core strategy on creating culture of optimism
How Learning Best Occurs	• Updated to align with current version of Cascade, which details the two core strategy areas at ACE (Culture of Optimism and College-Ready Confidence) and the supporting goals within each • Added section on College Access Program, which transcends both the Culture of Optimism and College-Ready Confidence strategy work
Instructional Program	• Updated to align with the CCSS, NGSS, CSS, and ACT College Readiness Standards • Updated to explain both intervention and enrichment options, within the A-G aligned instructional program
Curriculum	• Added an overall scope and sequence • Added graduation requirements, interim benchmarks toward graduation, and transferability of coursework notification • Added Course Descriptions for Offerings in all Subject Areas and Grade Levels
Plan for Meeting the Needs of Special Populations	• Added information on the ACE mindset and approach • Added information on the Response to Intervention (RTI) model • Added detail on services for students who are English Learners (ELs), including new text on identification and reclassification, updated assessments (transition from CELDT to ELPAC), strategies to serve ELs through integrated and designated ELD, qualifications for teachers, monitoring program effectiveness, and an implementation plan for new California ELD standards over the term of the charter • Updated sections on students who are low achieving and high achieving to fall under the Response to Intervention program for identification of needs and provision of services • Updated section on serving students with identified special needs to reflect current legal requirements and best practice • Added assurance on 504 Plan compliance

Element B - Measurable Student Outcomes	
Methods for Measuring Student Progress Toward Outcomes	• Added assurances for alignment to Local Control and Accountability Plan (LCAP) • Replaced previous Measurable Pupil Outcomes with new Goals, Actions, and Measures aligned to the eight State Priorities and the school LCAP
Element C - Methods of Assessment	
Forms of Assessment	• Added Introduction and Assurances • Added/fleshed out a section on the Types of Assessments, reflecting the shift to CAASPP and the addition of ACT aligned assessments • Updated tables on the assessment continuum, including the timeline for assessments as well as the collection, analysis, and dissemination of data • Added a section on the uses of data, including formal reporting to caretakers and development of the LCAP and SARC
Element D - Governance	
Introduction	• Added overview of bodies involved in governance and organizational chart
Board of Directors	• Updated Board Members, Offices, and Terms • Updated text to reflect compliance with Brown Act and Conflict of Interest, as well as alignment with current ACE bylaws
Central Office and Site Based Leadership	• Updated roles of Central Office Staff and Site Based Leadership in governance
Family Involvement	• Added detail on Family Involvement, including participation on Parent Leadership Committee (PLC), School Site Council (SSC), and English Learner Advisory Committee (ELAC) • Added participation in development of LCAP and SPSA
Element E - Human Resources	
Employment Qualifications	• Updated positions, along with roles, responsibilities, and qualification • Removed requirements from No Child Left Behind (NCLB) that are no longer in effect • Added detail on requirements for core/college prep and non-core/non-college prep teacher qualifications • Added assurances on contracted service providers

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

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

Records	
Conclusion	• Added conclusion to reflect length of next charter term
Appendices	
Appendix	•
Appendix Misc-1	• Provided updated Budget Narrative and Assumptions, Budget, and Cash Flow for five-year term.

CONCLUSION

By approving the renewal of this charter for ACE Charter High School: East Side Union High School District, ESUHSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School is eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Charter School pledges to work cooperatively with the District to answer any concerns concerning this renewal petition. The term of the charter renewal shall be July 1, 2017 through June 30, 2022.

ELEMENT A - EDUCATIONAL PROGRAM

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

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

MISSION

The mission of ACE Charter Schools ("ACE") and ACE Charter High School: East Side Unified High School District ("the Charter School") is to help historically underserved students in traditionally low-achieving communities transform their academic trajectory toward college success. The Charter School is a 9-12 grade high school that will enroll approximately 400-600 students when at capacity, and that seeks to serve students who are traditionally under-represented in college. Every graduate of the Charter School will choose to attend a two- or four-year college at the end of their senior year and will ultimately graduate from a four-year college or university.

TARGETED SCHOOL POPULATION – WHOM THE CHARTER SCHOOL IS EDUCATING

The Charter School is a small, college-prep high school serving all students who wish to attend subject only to capacity. The Charter School focuses on students in the East Side Union High School District (ESUHSD). The Charter School actively recruits and focuses its educational programming on a student population which has traditionally been underserved, and for whom attendance at four-year colleges or universities is the exception instead of the norm. This specifically includes a focus on students who attend middle school at ACE, as they represent this target population.

Age, Grade, And Student Enrollment

As stated in the Mission section above, the Charter School is a 9-12 grade high school that will serve 400 - 600 students when fully enrolled. The enrollment plan for the next charter term, including baseline enrollment numbers from the current year, is outlined in **Figure A.1**, which will be followed as state and federal funding and parent community needs allow. ACE Charter Middle School: Franklin-McKinley School District graduated a small class of 8th grade students in 2016 and will graduate a larger class in 2017. It is anticipated that many of these graduates will choose to enroll at ACE Charter High School: East Side Union High School District.[1]

Figure A.1 Enrollment Plan

Grade	School Year					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
9	113	120	120	120	120	120
10	62	102	108	108	108	108
11	69	58	95	100	100	100
12	63	66	55	90	95	95
Totals	**307**	**345**	**378**	**418**	**423**	**423**
Growth		**38**	**32**	**41**	**6**	**-**

Demographics

The Charter School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of ESUHSD. Because of the school's specific target student, the school's racial and ethnic balance may vary somewhat from ESUHSD as a whole. To inform program and budget development, the Charter School has built its projected student demographics based on the current student enrollment as detailed in **Figure A.2**.

[1] ACE Charter Middle School: Franklin-McKinley School District graduated its first 8th grade class in 2016 and will graduate a larger class in 2017.

Figure A.2 2014-15 Student Demographics

	ACE Charter High School: East Side Union High School District	East Side Union High School District
Students from low-income families	98.6%	50.4%
Students who are English Language Learners	54.3%	19.6%
Students with identified special needs	22%	10.3%
Students whose ethnicity is:		
American Indian	0.0%	0.2%
Asian	0.5%	29.5%
Black or African-American	0.5%	2.7%
Filipino	0.0%	7.5%
Hispanic	96.4%	51.5%
Pacific Islander	0.0%	0.6%
White	0.5%	6.3%
Two or More	0.0%	1.7%
None Reported	2.3%	6.3%

Source: www.ed-data-org and www.kidsdata.org

ATTENDANCE REQUIREMENTS

The Charter School will expect and instill the value of daily attendance in its students. The Charter School shall maintain accurate and contemporaneous written records using a student information system that documents all pupil attendance and will make these records available for audit and inspection. Furthermore, the Charter School shall meet or exceed the minimum required annual instructional minutes pursuant to Education Code Section 47612.5(a)(1). This requires, at a minimum, 64,800 minutes for students in 9th and 12th Grade.

The Charter School will offer 180 school days in the 2017-18 academic year, five more than required of charter schools. The school year typically begins in mid- August and ends in the first few weeks of June. The Charter School daily schedule will run 8:00 am to 3:30 pm Monday through Thursday, and 8:00 am to 1:30 pm on Friday, when students are released early to provide time for teacher professional development.

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

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

The Charter School will work 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 high school, higher education, and beyond. To be an educated person in the 21st Century, it is important to have a college degree; the school's goal is to prepare students and inform their families about the necessary steps to achieve this goal. Most, if not all, of the Charter School's graduating seniors will be the first from their family to attend college and ultimately receive a degree In order to go on to succeed in college and in their chosen profession, students need to possess certain general academic skills and qualities important for an educated person. In short, students will need to become:

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

EDUCATIONAL PHILOSOPHY

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

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

the most successful "gap-closing" schools, all of which form a central part of the Charter School's design:

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

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

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

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

HOW LEARNING BEST OCCURS

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

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

1. Culture of Optimism
2. College-Ready Confidence

The following section details how the Charter School creates a learning environment where the work of all stakeholders is directed at ensuring these strategies are in place and are

implemented to best support the traditionally underserved and therefore underachieving students that the school is designed to serve. The College Access Program is then described, which supports the work across both strategy areas.

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

Cascade Strategy 1: A Culture of Optimism

The Cascade reflects the ACE belief that learning best occurs when founded in a Culture of Optimism. The entirety of the Charter School program is designed to support students who enter ACE lacking optimism that they have the skills and habits necessary to succeed in college-prep courses in high school, in college, and beyond. ACE believes that a schoolwide culture in which students learn to be optimistic about their academic and personal future is crucial to academic success. Toward that end, staff create an optimistic, celebratory school environment that engages the school's target students and their families, helping them develop habits and attitudes that prepare them for success in college and life. Students are immersed in a schoolwide culture that is reflected in the ACE motto: **Grow, Everyone, Every Day**. This motto is a reflection of ACE's optimism that all ACE students are able to learn and achieve once they have a sense of hope and purpose about their future.

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

1. ACE attracts and retains students who have been served poorly by the traditional system
2. School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning
3. Students and families are engaged and independently demonstrate an optimistic mindset while developing key college-ready habits and attitudes

In order to obtain these objectives, the ACE High School program supports students in "**Knowing Themselves**" by developing self-identity, self-regulation, and socio-emotional well-being. It also supports students in "**Making Informed Choices**" through opportunities to explore and develop interests and skills. These additional objectives are unique to the High School, yet implicit within the focus of building a Culture of Optimism found at all ACE schools.

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

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

Once these students and families have joined ACE, they are immersed in a schoolwide culture that is reflected in the ACE motto: **Grow, Everyone, Every Day**. This motto is a reflection of ACE's optimism that all ACE students are able to learn and achieve once they have a sense of hope and purpose about their future.

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

Growth Mindset

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

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

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

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

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

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

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

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

Developing the ACE Culture of Optimism also involves ensuring that all school staff are expertly prepared to proactively manage their classrooms so that expectations for students are fair, clear and transparent so that students have been set up for success. In addition to these key elements, another fundamental piece of building the Culture of Optimism is related to holding

students accountable for their actions. When students make the right choices - choices that will help them along the path to college and career success - they deserve to be celebrated. These celebrations are for absolute achievement as well as growth. Equally as vital, however, is ensuring that students are held accountable when they make choices that have the potential to allow them to step off the path to college and career success.

Student Engagement System

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

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

Within the SES are management structures that allow schools to celebrate student growth, risk taking, and achievement related to the culture of optimism. Additionally, the SES provides a communal agreement about how students are being held accountable and enables teachers to provide feedback when better choices need to be made. Teachers utilize a reward system on a regular basis to recognize students' progress towards academic goals, praise students for hard work, and emphasize the optimism that comes with tackling a particularly difficult task. Teachers regularly celebrate when students follow directions as well as when students exceed expectations. The SES management structures quickly helps students learn new habits and actions that will contribute to their success.

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

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

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

Individual Positive Incentives: Merits and the RPG Core Values

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

Figure A.3 Actions That Exemplify RPG

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

Figure A.4 Actions That Exemplify College-Ready Habits

Successful Students...

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

Celebration of Incremental Improvement and Growth

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

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

As part of the celebration initiative, Assembly is a bi-weekly event where the whole school community comes together. The primary purpose of Assembly 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 the best attendance, most office hours attended, and highest GPAs for both individual students and College Seminar groups. Celebrations are held to honor ACT growth, college applications, and college acceptances. Finally, a special RPG award is given by the school leaders to recognize students who exemplify all of the ACE values. Assembly 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, Assembly is where class cohorts get to participate in activities that promote healthy competition around school initiatives such as a testing challenge or a reading competition.

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

Clubs and Athletics

A variety of clubs and athletic teams are offered to help students explore interests and develop their self-identity. These range from Art Club and Folklorico Club, to Leadership Seminar Club and the LGBTQ Club. Club offerings are intended to expose students to potential interests and career paths, as well as support a strong sense of identity. The Leadership Seminar, which operates as the student government, plan dances, cultural events, spirit week, prom, and other culture building events for the school community.

The Charter School also has a full athletic department, providing students with opportunities for exploration of self and personal interests. Teams include men's and women's cross country, basketball, and soccer, as well as men's baseball and women's volleyball.

3. Students and families are engaged and independently demonstrate an optimistic mindset while developing key college-ready habits and attitudes

For the Culture of Optimism to truly have an impact, students and families must grow to independently demonstrate an optimistic attitude toward learning and students must internalize and make routine important habits of work and mind.

At the Charter School, this means first and foremost that students take ever-increasing responsibility for their own learning. This responsibility is reflected in each student's Weekly Reflection. In their Weekly Reflection, students monitor their progress toward A-G completion and set and internalize interim goals to move forward. A crucial element of the Weekly Reflections (and the College Seminar Class that supports the process of each student's Weekly Reflection) is an emphasis on student reflection on and commitment to specific learning strategies to help them achieve the goal of UC/CSU eligibility.

Parent Engagement in Culture of Optimism

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

While the Charter School has the parent participation structures typical at most schools (Student-Led Parent-Teacher conferences, Parent Committees, Open House, etc.), more important are the opportunities for parents to take leadership and demonstrate their commitment to the school's shared values. This is especially apparent in the Charter School's Parent Leadership program where parents collaborate with school leaders to help determine better ways to achieve goals that affect their children. Parents receive training and support in developing and leading a Parent Leadership Council which takes part in all key schoolwide initiatives, especially such efforts as developing and reviewing the Charter School LCAP and participating in bi-annual audits of the school program. For examples of agendas and minutes of the Charter School Parent Leadership Council, please see **Appendix A-2**.

Families also take a leadership role in the following:

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

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

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

Culture of Optimism in Practice

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

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

In essence, all interactions between ACE community members are designed to build and instill an optimistic and celebratory culture at the school while holding tight to the belief that students

will thrive when this environment is coupled with a deep belief that all students can meet and exceed high expectations.

Cascade Strategy 2: College-Ready Confidence

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

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

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

In order to obtain these objectives, the ACE High School program supports students in "**Expressing Themselves**" by developing academic language and English Language Proficiency. It also supports students in their ability to "**Compete**" through developing academic knowledge and skills that will enable them to achieve college-ready results. These additional goals reflect a heightened focus on College-Readiness at the High School level, yet are implicit within this strategy area of building a College-Ready Confidence found at all ACE schools.

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

Data-Driven Decision Making and Curriculum Design

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

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

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

Rich Curriculum Aligned to Common Core State Standards

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

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

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

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

As such, each student has a growth target of increasing their ACT score by 2 points annually - the pace being realized in the top schools of the nation serving student populations similar to that of ACE. Intervention courses coupled with rigorous instruction and College Seminar course work are all designed to support students in making this rapid progress. Focusing and

communicating about growth allows underperforming students to have ambitious, reachable academic annual goals which allow them to be aspirational about making the academic progress that is necessary to attain college-readiness. For instance, a 9th grade student coming in with an ACT score of 12 would be expected to reach an ACT score of 14 by the end of the year. This would still be well below competitive in terms of college readiness, but would put that student on an accelerated growth track that will eventually lead to college-readiness. For families who have seen their children experience significant failure in elementary and/or middle school, the 2 point goal system gives them (and their children) a goal which, when reached, becomes a true driver of optimism and college ambition.

Embedded in this focus on rapid academic growth is the desire to ultimately move students to proficiency by the end of their junior year in English-Language Arts and Mathematics, as measured by the SBAC. This attainment of grade-level proficiency is a critical step toward success in college - as research has demonstrated, students who are proficient have a higher likelihood of passing all placement exams and therefore avoiding any remedial coursework that could hamper their ability to attain a four-year degree. College Coaches work with students to identify gaps in order to develop customized learning paths that ultimately result in college graduation, which may include time at a two-year college prior to transitioning into a four-year college or university.

The work of students, staff and families at the Charter School is animated by this unwavering commitment to rapid growth and the goal of college readiness for all. The entire academic program is designed to provide a finely calibrated balance of challenging standards-based core curriculum that has been mapped to the ACT with the interventions and individualized support necessary to help each of the Charter School's target student gain the necessary academic and social skills to excel on the path towards college graduation. The school structure - the use of time, the allocation of staff and resources, the school culture, the close collaboration with families - are aligned to this mission. Such key elements of the school program include the small school size, extended school day, regular College Seminar classes and Intervention classes, and Assembly. All of these structures and programs are developed to ensure that previously underserved students have the tools, time, and work ethic necessary to be academically and socially prepared for college and beyond.

Role of Staff in Helping Students Grow

Through their efforts, teachers and staff provide a catalyst that helps set students' minds into motion and inspires them to aspire to greatness in their work. Whether it is a lesson plan design, an interaction with a student during class, or a comment in the hallway, all their work

should strive to promote the confidence in students that they are becoming ready for college, and that after they leave the Charter School, college is where they belong.

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

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

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

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

Philosophy of Instruction

The key elements of quality instruction at the Charter School are 1) Planning of curriculum aligned to CCSS, NGSS, CSS, and ACT College Readiness Standards, 2) Providing students with varied instructional strategies, and 3) Building student engagement.

Planning

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

Teachers know that their own knowledge of content and skills is a vital aspect of being an effective instructor, so part of their planning involves learning the content and deeply understanding the skills (studying the text, reading current research about the science concept, etc.). Teachers also reflect on the effectiveness of their lessons, knowing that being a teacher is a constant process of trying something new, seeing success and/or failure, and learning from the results.

At the Charter School, one of the core development goals of all teachers is to constantly strive to make lessons more appropriately challenging for students. Teachers design rigorous lessons and assessments to ensure that all students are pushed to achieve at the highest levels. A rigorous lesson is aligned to the objective and the CCSS, NGSS, and/or CSS as appropriate to the discipline, has strategic questioning throughout, and shows a thoughtful progression towards a challenging application of skills and knowledge. The reflective teacher sees opportunities to increase rigor in all parts of a lesson and in the selection of materials and tasks. In addition, the reflective teacher utilizes ongoing assessment data to inform and pivot instruction. This includes "ICAN" formative assessments tied to specific learning targets, which occur every two weeks (i.e. "I Can construct a function representing a parabola"). It also includes benchmark assessments given every six weeks. Both the ICANs and the Benchmark assessments are aligned to the CCSS.

Varied Instructional Strategies

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

Core Actions in Literacy

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

- CORE ACTION 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.
    - Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.
    - Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
    - Questions and tasks attend to the words, phrases and sentences within the text.
    - Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.
- CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.
    - The teacher keeps all students persevering with challenging tasks. Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.
    - The teacher expects evidence and precision from students and probes students' answers accordingly. Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing.
    - The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle. Students persevere in solving questions and tasks in the face of initial difficulty.
    - The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently. When appropriate, students demonstrate progress toward independence in reading and writing.
    - When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

Core Actions in Math

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

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

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

Professional Development to Support Student Achievement

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

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

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

School leaders will also receive on-going coaching in overall school development, instructional leadership, and management. Please see **Appendix A-3** for the Professional Development Scope and Sequence.

College Access Program

The College Access Program transcends both core strategy areas: Culture of Optimism and College-Ready Confidence. This program is a key component at the High School level, that ensures by the time students graduate they will choose to attend a two or four-year college and ultimately graduate from a four-year college or university. The College Access Program focuses on college knowledge, learning skills and techniques, relationship building, and self-awareness. This work specifically supports the subgoals introduced earlier in this section, that to build a Culture of Optimism students must "Know Themselves" and "Make Informed Choices" and to build College-Ready Confidence, students must be able to "Express Themselves" and "Compete."

The College Access Program is run by the College Access Counselor, who creates specific grade-level lesson plans for use by the College Coaches. College Coaches are teachers during the remainder of their day, and receive specific training every other week from the College Access Counselor to support them in their role within the College Access Program. The College Access Program is integrated in student's schedules throughout the school week and students typically meet in their College Seminar groups for a 57 minute period daily. To personalize learning and build trusting, respectful relationships, the College Seminar groups usually contain no more than 18 students.

A Pre-, Mid-, and Post-Seminar survey is administered to identify the stage of a student in terms of their college-going trajectory as follows:

- **Foreclosed** - The student has ruled out going to college
- **Diffused** - The student has little awareness of future post-secondary options
- **Moratorium** - The student is trying on the possibility of going to college, but has not yet made full commitment
- **Identity Achieved** - The student sees himself/herself as firmly on path to college

The College Coach then uses this data to drive coaching conversations, using a collaborative problem solving approach and mentoring techniques. The training they receive every two weeks from the College Access Counselor supports them in having difficult conversations, as well as how to motivate students based on ideas of delayed gratification, develop students' self-regulation skills, support students in goal setting, and nurture students' positive identity development.

The College Access Program is rooted in an adolescent development framework, and draws heavily from research in the following three books:

- Ready, Willing, and Able: A Developmental Approach to College Access and Success, by Mandy Savitz-Romer and Suzanne Bouffard
- Identity Development of Diverse Populations: Implications for Teaching and Administration in Higher Education: ASHE-ERIC Higher Education Report, by Vasti Torres, Mary F. Howard-Hamilton, and Diane L. Cooper
- Understanding Youth Adolescent Development for Educators, by Michael J. Nakkula and Eric Toshalis

These books have guided the Charter School's efforts to improve the College Seminar Program and College Coaching model and trainings. Overall, all three books focus upon the disconnect between students' goals and their actions in a college-going identity and how educators are able to support students bridge this gap. Finally, these books have helped staff to understand youth development, cross-cultural issues and challenges, and developing identity in all contexts.

College Seminar Class

College Seminar is a time of day dedicated to reflecting on student academic performance and behavior to ensure all students are tracking towards their collegiate dreams on a daily basis and with the help of their College Coach. Every teacher and administrator at the Charter School is a College Coach who monitors students' progress under their guidance, teaches them behaviors that lead to success in both school and life, and encourages them to make thoughtful decisions about their future. Each week, students review their GPA, office hour attendance, missed homework, and behavior with their College Coach in a one on one meeting. These individual meetings give student's perspective on their academic and behavioral progress and allow them to set informed goals for the week. In addition, students get to review their data and goals from the previous week, allowing them to track their progress. College Coaches have the unique opportunity to be an advocate for their students to reach their goal of graduating from a four-year university by reflecting side by side with their coachees arounds progress made towards obtaining a 3.0 GPA, increasing their ACT score, and improving in exhibiting college ready behaviors. Each one of the College Coaches has a tracker that they use to help them track their meeting notes with each student with whom they check-in. Every semester, student-led conferences take place with the College Coach and parent. During these conferences, each student shares successes and areas of growth for grades, behaviors, and college-going metrics such as practice ACT scores. College seminar is also a space where students silently read to raise their Lexile scores and work on pending assignments independently or with help from their peers or college coach.

On Fridays, College Coaches deliver a College Seminar lesson for 40-minutes where they deliver grade-level specific college knowledge content. Each Grade-Level College Seminar contains at least 32 lesson plans and are used as a core resource for the College Seminar Program throughout the school year. College Seminar lesson plans are aligned to the "Know Yourself" and "Make Informed Choices" strategic initiative. Ongoing formative assessments such as Exit Tickets are given to students to help the College Access Counselor monitor the quality and effectiveness of College Seminar Program. In addition, in order to best serve students and differentiate College Coaching the Charter School created a College-Going Identity Survey to help track which students have completely foreclosed the idea of going to college. The Pre-, Mid-, and Post-College Going Identity Survey described earlier in this section is used to evaluate the College Seminar Program's success. Please see **Appendix A-4** for a sample lesson plan and the 9th through 12th grade Scope and Sequence for College Seminar.

College Trips

ACE firmly believes that there will not be college success without college access and exposure. Toward this end, the College Access Counselor coordinates college trips for 9th, 10th, 11th, and 12th graders. 9th grade students go on a one-day trip, 10th graders go on a two-day trip, 11th graders go on a four-day trip, and 12th graders go on a three-day trip. Over the course of their time at the Charter School, students will have visited ten unique colleges and universities ensuring they have exposure to a variety of post-secondary options. On these trips, students go on campus tours, sit in college student panels, and have time to independently explore the campus.

Office Hours

The Charter School provides the collegiate support system of office hours after school Monday, Tuesday, Wednesday, and Thursday, from 3:30 - 4:30pm. Teachers are required to hold office hours twice a week at minimum, during which students can make up tests, work on assignments, ask for direct tutoring from their teacher or collaborate with other students in preparation for exams/projects. Students are encouraged by their College Coach to attend Office Hours once a week for each class they are failing. All students have the option to attend office hours for help even if they're not failing.

Opportunities that Develop Competitive College Applicants and Graduates

In order to truly have College Ready Confidence, students must believe they are and be competitive college applicants. It is the ultimate goal of Charter School to prepare all students to be competitive applicants and graduates of a four-year college or university. Toward this end,

the school program is designed in strict alignment to the A-G requirements with multiple support structures in place to help students meet these requirements.

The primary focus on four-year college or university is deliberate. Research indicates that the likelihood of earning a bachelor's degree is significantly reduced if a student starts his or her post-secondary education at a community college. Also beginning at a community college greatly increases the amount of time it takes to complete a bachelor's degree. In addition, research shows that students sharing the demographics of the Charter School student population - low-income, minority, first generation - are less likely to transfer from community colleges to four-year colleges and earn bachelor's degrees. The research supports the fact that students are more likely to complete bachelor's degrees if they start their post-secondary educations at four-year colleges or universities.[3]

While entry to a four-year college or university is the goal, the Charter School also works with students who may need or choose to enter a two-year college due to such factors as ineligibility, finances, work demands, or proximity to home. The College Access Counselor works with these students to create a plan and provides follow up support for the ultimate transition to and graduation from a four-year college or university.

In order to develop College-Ready Graduates, the Charter School has engaged in strategic work to align the opportunities provided in its program with the experiences students are asked to speak to in their applications for admission. The University of California system has replaced their personal statement requirement with eight guiding questions for admission. Students are asked to answer any four of these questions. In order to build a strong academic program that will make the Charter School's students strong candidates for the University of California system, the Charter School has used these guiding questions as a lens to look at the school's academic program to make students competitive college applicants and college graduates. The current school programs are ways in which the Charter School is currently addressing these questions, and the eventual programs that are possibilities of where the school would like to be in the future, as seen in **Figure A.5**.

Figure A.5 Programming to Develop Competitive College Applicants

	UC Question	Current Programs	Planned Programs

[3] Breakthrough White Paper: Four Year Colleges vs. Community Colleges available at www.breakthroughcollaborative.org/sites/default/files/BTResearch-4yr_vs_2yr_colleges.pdf

1	Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.	• Leadership/Student Government Course • Leadership Training Conference for few students from each grade level • Multiple opportunities for group work in courses through challenges	• Leadership courses for all grade levels • Restorative justice/discipline program that includes students • Students leading teaching sessions in class
2	Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.	• Visual Arts program through Digital Media, Art Spectrum, Advanced Media, and AP Art. • Yearly Art Exhibition displays • In class design projects/debates/essays	• Engineering and Design Challenge classes • Potentially music/drama program • Poetry Slams • Journalism Course/Club
3	What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?	• Art courses/murals painted on campus	• Music/Drama/Poetry Courses
4	Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.	• College Seminar Program Identity development • College Coaching reflections and conversations with College Coaches every week • Ethnic Studies Course sequence on developing and finding oneself • Personal Statement match with Google	• Internship programs over the summer • Leadership training conferences • Summer workshops/design challenges/robotics programs • Model UN partnerships • Collaborations with Universities and Colleges for summer opportunities

		Employees to help with editing essays ●	
5	Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?	● Personal statement building ● College Coaching conversations and Counseling ● Ethnic Studies program for self-discovery	● Fully Developed Mental Health Program ● Fully Developed College Access Program ● Schoolwide support structures for struggling students
6	Describe your favorite academic subject and explain how it has influenced you.	● 27 courses offered at the high school ● 5 AP Courses	● Total of 9 AP Courses ● Dual Enrollment with Community College
7	What have you done to make your school or your community a better place?	● Advocacy through American Government and Ethnic Studies Program	● Community Service Requirement/Volunteering Opportunities
8	What is the one thing that you think sets you apart from other candidates applying to the University of California?	● Identity Development ● Personal Statement building	● Diverse experiences over the summer ● Other programs listed above

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

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

1. **ACE Charter School Playbooks**
   The Playbooks clearly defines the most crucial strategies and initiatives that comprise a successful Culture of Optimism and College-Ready Confidence. These playbooks are the

foundation of Professional Development, both in the summer before the school year begins and during the school year, as well as inform coaching from school leaders, department heads, and peers.

2. **Growth Cycle Audit**
   Two times a year, a visiting team made up of staff and external experts visits the Charter School and conduct an audit of the Culture of Optimism and College-Ready Confidence practices enumerated in the Playbooks using an audit tool developed internally at ACE. The audit comprises at minimum two, 20 minute visits of each teacher.
3. **Growth Cycle Report to School Leaders/Next Cycle Action Plan**
   After each audit, the Charter School receives a comprehensive Report which details areas where the school is successfully implementing a Culture of Optimism and College-Ready Confidence, as well as defining growth areas. The leadership team uses the report to drive decision-making around further professional development and coaching to shore up areas of weakness and sustain areas of strength.

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

The Charter School Playbook can be found in **Appendix A-5**, while the Growth Cycle Audit Tool and the most recent Growth Cycle Report are all included in **Appendix A-6** and **Appendix A-7** respectively.

INSTRUCTIONAL PROGRAM

The Charter School is a traditional classroom-based school with an academic program that is built to effectively implement the Cascade strategies and objectives as detailed above. This program is a fully inclusive curriculum that puts all students on track for admission to a four-year college or university by the end of their senior year. The school's curriculum framework is developed for 9th- 12th grade with the explicit goal of helping all students reach grade-level proficiency by the end of 11th grade and having an acceptance to a four-year college or university by the end of 12th grade. The school model pulls together curricular and instructional practices proven most effective with students who are predominantly low-income, English Learners, and 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 ACT College Readiness Standards, as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic and social and emotional success in college.

Students move through an age-appropriate curriculum explicitly connected to the UC A-G requirements for English-Language Arts, Math, History-Social Studies, Science, Foreign Language, and Visual/Performing Arts at each grade level. All students take A-G classes and graduate with the appropriate classes, test scores, and GPA to be admitted to a UC or CSU as measured by the UC/CSU Eligibility Index.

The core A-G courses, which are taken by all students, will be heterogeneously grouped, without regard for achievement level. Students are supported in their achievement in these rigorous courses through the use of specialized instructional strategies that provide all students with appropriate levels of challenge and support, with a primary focus on providing differentiated instruction to serve all students.

At the same time as students are participating in the A-G core courses, those students who are performing below grade-level in reading and mathematics participate in intervention coursework designed to bring them up to proficiency. Intervention courses are homogeneously grouped, based on ability. Students remain enrolled in reading and math intervention until they are ready to participate in grade-level appropriate curricula without the support of the separate intervention courses. For students who need additional remediation and credit recovery, summer programming is also available.

Finally, AP courses and additional electives are available to students who have reached proficiency earlier than their peers and who need significantly less time for literacy and numeracy remediation. Details on these offerings are provided in the Curriculum section below and continue to evolve to meet the needs and interests of students.

CURRICULUM

Overview

The Charter School curriculum has been developed to ensure all students graduate having met the A-G Requirements. **Figure A.6** provides a Scope and Sequence for 9th through 12th grade.

Figure A.6 Scope and Sequence

9th Grade	10th Grade	11th Grade	12th Grade
English I	English II	English III	English IV
World Literature	American Literature	AP English Lit / Advanced Media / PE	AP Spanish / AP Eng Lit
Integrated Math I	Integrated Math II	Integrated Math III	AP Calculus
Digital Media	Spanish I / Spanish II	Spanish II / AP Spanish	AP Art / Ethnic Studies / Leadership Seminar
Biology	AP World History / Art Spectrum / PE	Chemistry	AP Environmental Science
World History	AP World History / Art Spectrum / PE	US History/ AP US History	AP Government / Economics
College Seminar	College Seminar	College Seminar	College Seminar

Graduation Requirements

The graduation requirements at the Charter School are aligned with the University of California (UC) and California State University (CSU) A-G eligibility requirements for California Residents. In order to graduate from ACE Charter High School a student must:

1. Meet the minimum 15 A-G requirements (see **Figure A.7**)
2. Meet the eligibility requirements established on the CSU Eligibility Index (See **Figure A.8**)

A-G Requirements

Students must complete the 15 A-G Requirements with a grade of C or better, in order to graduate.

Figure A.7 Graduation & College Entrance Requirements

Subject	ACE Charter High School	Cal State Universities	Universities of California
History/Social Science (Requirement A)	2 years	2 years Must include one year of U.S. History OR one semester of U.S. History and one semester of American Government	2 years Must include one year of U.S. History OR one semester of U.S. History and one semester of American Government
English (Requirement B)	4 years	4 years	4 years
Mathematics (Requirement C)	3 years (4 years recommended)	3 years Must include Algebra 1, Geometry, Algebra 2 (4 years recommended)	3 years Must include Algebra 1, Geometry, Algebra 2 (4 years recommended)
Laboratory Science (Requirement D)	2 years	2 years of Lab Science Must include at least 1 year of physical science and 1 year of biological science	2 years of Lab Science Must include two of the following: Biology, Chemistry, and Physics (3 years recommended)
Language Other than English (Requirement E)	2 years of the same foreign language	2 years of the same foreign language (or equivalent 2nd level course)	2 years of the same foreign language (or equivalent 2nd level course)

			(3 years recommended)
Visual and Performing Arts (Requirement F)	1 year	1 year-long course	1 year-long course
College Preparatory Elective (Requirement G)	1 year	1 year Selected from additional A-G approved courses	1 year Selected from additional A-G approved courses
Study Skills/College Readiness	1 Semester of College Seminar[4]	None	None
Testing Requirements	SBAC in 11th Grade, CST in Science in 10th Grade	SAT or ACT	SAT or ACT

Eligibility Index

While the A-G requirements indicate a minimal level of coursework, the Eligibility Index provides greater detail on how GPA (Grade Point Average) and either ACT or SAT scores interact to determine whether a student will be eligible for admission to a CSU, as seen in **Figure A.8**. For example, it is not enough for a student to graduate with a "C" in every course—in order to be admitted to a UC or 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.

Figure A.8 CSU Eligibility Index

GPA	ACT	GPA	ACT
2.97-2.99	10	2.42-2.46	21
2.92-2.96	11	2.37-2.41	22

[4] Students attend College Seminar every semester for all four years. However, given this is a course unique to the Charter School, students may transfer in with no previous credits. As such, only one semester is required as a graduation requirement.

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	

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 GPA and test scores to be truly eligible to attend a UC or CSU.

Interim Benchmarks Toward Graduation

To support the focus on growth, the Charter School has established interim benchmarks to measure students' progress toward graduation, as seen in **Figure A.9**. Credit Recovery via Summer School is offered for students who are not meeting the interim benchmarks.

Figure A.9 Interim Benchmarks Toward Graduation

End of 9th Grade			
Area	**College Ready**	**Conditionally Ready**	**Not Yet Ready**
A-G Completion	4+ A-G courses passed with a grade of "C" or better	2 or 3 A-G courses passed with a grade of "C" or better	1 or less A-G courses passed with a grade of "C" or better
GPA	3.0 and above	2.0 - 2.99	Below a 2.0
ACT	17	15	Below a 15
End of 10th Grade			
Area	**College Ready**	**Conditionally Ready**	**Not Yet Ready**

A-G Completion	8+ A-G courses passed with a grade of “C” or better	6 or 7 A-G courses passed with a grade of “C” or better	5 or less A-G courses passed with a grade of “C” or better
GPA	3.0 and above	2.0 - 2.99	Below a 2.0
ACT	19	17	Below 17
End of 11th Grade			
Area	**College Ready**	**Conditionally Ready**	**Not Yet Ready**
A-G Completion	12+ A-G courses passed with a grade of “C” or better	10 or 11 A-G courses passed with a grade of “C” or better	9 or less A-G courses passed with a grade of “C” or better
GPA	3.0 and above	2.0 - 2.99	Below a 2.0
ACT	22+ English 23+ Math	Corresponding ACT Composite Score based on GPA 19-21 English 20-22 Math	18 or below in English 19 or below in Math

Transferability of Courses

The Charter School will inform parents about the transferability of courses to other public high schools and the eligibility to meet college entrance requirements annually and upon student enrollment through the new student orientation, which every student and family is required to attend.

Subject Area Scope and Sequence

The Charter School offers the following curriculum within each subject area, in alignment with the A-G requirements and to support all students in developing College Ready Confidence through a rigorous curriculum.

History (Requirement A)

The Charter School offers the following History courses, in alignment with the CSS in History-Social Science, the CCSS in ELA for History and Social Science, the State Priorities, and the Mission of the school. Students at the Charter School will complete at least two of the courses with a grade of C or better, in alignment with A-G requirements.

World History

World History is a year-long required survey course that explores the key events and global historical developments since 1350 A.C.E. that have shaped today's world. The scope of Modern World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. The course will illuminate connections between students' lives and those of their ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information. Prerequisite: None

US History

This course examines the major turning points in American history beginning with the events leading up to the American Revolution, the origins of the constitution, reform movements, Manifest Destiny, the Civil War and Reconstruction, the impact of the frontier, the changing nature of business and government, World War I, the Great Depression, World War II, the growth of the US as a world power. Contemporary world issues such as globalization, economic interdependence and terrorism will also factor into student analysis of international conflict and cooperation. Current events are integrated into the curriculum on a daily basis so that students can see modern connections between past and present. The course seeks to enhance student understanding of history and make students more civic-minded and conscientious citizens. Prerequisites: World History

American Government

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework; federalism; the three branches of government; civil rights and liberties; political participation and behavior; and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. Basic concepts of state and local government and their relationships with the federal government are also examined. The American Government course is also taught primarily through Document Based Activities, which teach students how to source, contextualize, support, and develop ideas that help shape arguments within America's current political discourse. Prerequisite: US History, World History

Economics

Economics is a semester long course where students learn how the American economy functions and connect it to issues that they see in their everyday life. With a strong focus on fiscal and monetary policy, the Economics curriculum has students delving deep into how the Federal Reserve monitors and impacts borrowing and lending rates. Consequently, the course also has in-depth units about financial literacy and sustainability to ensure that students understand how money works and can plan for a sustainable and secure future. Prerequisite: US History, World History

Ethnic Studies

The Ethnic Studies class is a senior elective that allows students to better understand their place in the world and carve out their own path. This course focuses on a deep understanding of cultural origins, and deals with various stereotypes that students may face in the future. The course also helps students understand systemic and racist issues that have given rise to inequity in the communities that students live; furthermore, the course gives students tools to deal with self-doubt, stereotype threat, and self-identity development. Prerequisite: US History, World History, on track for all UC/CSU courses.

AP World History

Students in AP World History will investigate and develop an understanding of history from roughly 10,000 BCE to the present. Students will cover themes such as: human interaction with the natural world, birth of culture and civilization, geography, expansion, nation building, industrialization, class and international conflicts (with an emphasis on the world economy) leading up to the world wars. Students will learn how to employ methods used by professional historians in order to understand and develop their own historical past. By analyzing documents (primary and secondary sources), students will be able to develop arguments and make connections between significant historical periods that shape the world today. Prerequisites: World History, ACT Reading Score: 16, Lexile Level: 900L

AP US History

The AP US History class is an in depth understanding of history through a filter of essential questions that span the formation of the United States of America until modern times. The class is primarily taught through the lens of Document Based Questions, where students analyze different primary sources to determine perspective, opinion, bias, and context. Upon passing the AP Exam with a 3 or higher, students can get college credit and can be exempt from requirements. Prerequisites: ACT Reading Score: 18, Student must be 11th or 12th grade student.

English Language Arts (Requirement B)

The Charter School offers the following English Language Arts courses, in alignment with the CCSS in ELA, the ACT, the State Priorities, and the Mission of the school. Students at the Charter School will complete at least four of the courses with a grade of C or better, in alignment with A-G requirements. Please see **Appendix A-8** for examples of Scope and Sequence in ELA.

English I

English I is a two semester course designed to introduce students to the rigorous study of both literature and non-fiction with a heavy emphasis on writing and grammar. In the first semester, students will exclusively read non-fiction texts about hip-hop, parental monitoring, extreme sports, and stereotypes. Students will also be introduced to the demanding study of ACT grammar. In the second semester, students will begin their study of literature and literary analysis by reading Sherman Alexie's The Absolutely True Diary of a Part-Time Indian as well as various short stories and poems. Prerequisite: None

World Literature

The purpose of this course is to promote intellectual growth by strengthening students' abilities to read analytically and creatively, by filling in or reinforcing students' knowledge of the outlines of history, and by making students conversant with many major cultural landmarks. By reading various novels from Africa, Asia, Latin America, and Europe, students will develop their sensitivity to cultural diversity through a critical study of selected world masterpieces from ancient civilizations through the Renaissance in their social and philosophical contexts. Prerequisite: None

English II

This course is designed to implement various ways to communicate complex literary themes and literary tools. Students study texts ranging from classic literature to modern literature, and express their analysis through group discussions, essays, Socratic circles, presentations, speeches and spoken word. Students will write one essay per unit, ranging from narrative essays to in-depth research papers. Students analyze various forms of texts, both fiction and non-fiction. Authors may include but are not limited to: J.D. Salinger, William Golding, Stephen Chbosky, and Shirley Jackson. Prerequisite: English I

American Literature

This course is designed and devoted to an in-depth study of the American experience as captured in the seminal works of masters of American literature in the last 250 years. Beginning with poetry and stories, students are exposed to the various periods of American literature and

the ideas and forces that shaped the writing of those times. Students are challenged to study how various genres of writing and speaking transformed over time and helped shape the American experience. The course focuses on historical as well as literary themes through reading, writing, listening/viewing, and speaking. The analysis, interpretation and appreciation of the myriad aspects of American literature is emphasized throughout the course. By the end of this course students will have developed an intimate familiarity with the American literary scene while using literary criticism to analyze various forms of text.

English III

As in English I and II, this course focuses on informational texts and expository writing during the first semester and literature and responses to literature during the second semester. The first semester curriculum uses the four California State University Expository Reading and Writing Curriculum modules developed for eleventh grade, which ramp up the level of reading, thinking, and writing students are required to do. In the second semester, students will read old and new classics of American literature, including plays, novels, and poetry, while tackling essential questions surrounding the universality and individuality of the American experience. Students will write longer and more complex essays and a narrative piece on immigration. The texts they read in the second semester are more challenging and complex than those read in 9th and 10th grade, to prepare students for 12th grade, college, and beyond. Prerequisite: English I, English II

AP English Literature

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. Prerequisite: English II, ACT Score: 18, Teacher recommendation

English IV: CSU Expository Reading and Writing

ERWC is a college preparatory, rhetoric-based English language arts course for grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking). Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing.

They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. Prerequisite: English I, English II, English III.

Mathematics (Requirement C)

The Charter School offers the following Mathematics courses, in alignment with the CCSS in Mathematics and the ACT. Students at the Charter School will complete at least three of the courses with a grade of C or better, in alignment with A-G requirements. Please see **Appendix A-9** for examples of Scope and Sequence in Math.

Integrated Math I

This course is an introduction to high school math. The course spans introductory concepts in the strands of function, algebra, geometry, and probability and statistics. Students learn the concept of what a function is along with function notation, they master working with linear equations, are introduced to basic concepts of congruence and the Pythagorean Theorem, and become familiar with marginal probabilities and basic regression models. Prerequisite: None

Mathematics Lab

Mathematics Lab is an incoming support class offered for students that are at least 3 grade levels behind in mathematics. This course serves as a remedial course in addition to Integrated Math I which works on developing student skills in basic algebra and geometry. Topics in Mathematics Lab include, but are not limited to, arithmetic operations, number sense, graphing, functions, one-step and two-step equations, and foiling. Prerequisite: None

Integrated Math II

While Geometry is the emphasis of this course, this course explores intermediate topics in functions, algebra, as well as geometry. Algebra is extended to the manipulation and modeling of quadratic functions. Geometry concepts of congruence are extended to proofs, geometry of triangles is extended to concepts of similarity and right triangle trigonometry, and students develop facility with circle geometry. Concepts of probability extend to marginal and joint probabilities. Prerequisite: Integrated Math I

Integrated Math III

Acting as a bridge between Integrated Math II and Calculus, this course addresses many Pre-Calculus concepts. Strands of functions, algebra, and geometry are taken to an advanced level in this course. Functions are explored in depth as students develop facility with inverse

functions and function composition. Exponential functions are explored as well as their inverses: logarithms. In geometry, right triangle trigonometry is extended to non-right triangle trigonometry, including applications in physics. Finally, students understand how all functions behave under different transformations, series and sequences are explored and extended to limits, and students determine the roots of rational and polynomial functions, as students prepare for work in Calculus. Prerequisite: Integrated Math I, Integrated Math II

AP Calculus AB

This calculus course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems represented graphically, numerically, analytically, and verbally. Broad concepts and widely applicable methods are emphasized. Students will primarily learn about derivatives and integrals and their applications in everyday life. Prerequisites: Integrated Math I, Integrated Math II, Integrated Math III.

Science (Requirement D)

The Charter School offers the following Science courses, in alignment with the NGSS and the CCSS in ELA for Science. Students at the Charter School will complete at least two of the courses with a grade of C or better, in alignment with A-G requirements.

Biology

All incoming 9th grade students will take Biology as their primary science. This course begins with an understanding of life sciences on macro and micro levels. Students study plants and animals in their role as producers and consumers, cell biology and physiology, genetics, evolution, ecology, and taxonomy. The course works to make biology applied, so that students use the knowledge that they have learned to solve real world problems through experiments, the scientific method, and labs. Prerequisite: None

Chemistry

As the second science offered at the high school, Chemistry allows students to explore science on the molecular level, particularly focusing on interactions between acids and bases, stoichiometry, properties of elements, and chemical compound formulations. Students will conduct experiments, test hypotheses, and gain a deeper understanding of the elements and their interactions that make up the world in which they live. Students will conduct lab activities throughout both semesters that allow them hands on learning opportunities that allow them to

analyze data to help them develop a deeper appreciation for the scientific process. Prerequisites: Biology

AP Environmental Science

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interdepencies of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Upon course completion, students will have an opportunity to take the AP Environmental Science Exam; if students receive a 3 or higher on the AP Test, they can receive college credit for the course. Prerequisites: Biology, Chemistry, Integrated Math II

Foreign Language (Requirement E)

The Charter School offers the following Foreign Language courses, in alignment with the CSS in World Languages. Students at the Charter School will complete at least two of the courses with a grade of C or better, in alignment with A-G requirements.

Spanish I

Spanish I is an introductory Spanish course for students that have little or no formal education in written on verbal Spanish. Students here will learn the conjugation of verbs in various present and past tense, and will develop their vocabulary in practical, conversational Spanish. Students are expected to read basic Spanish stories and improve their writing over the course. Prerequisite: None

Spanish II

Spanish II offers a deeper dive into the language as students learn more sophisticated tenses and are able to build on their literary and analytical skills in Spanish. Students will read informational text along with figurative fiction with complex vocabulary to help develop a deeper and more nuanced understanding of the language. This class is based on discussion driven learning, and students will be expected to read articles at home, having prepared written responses ready for discussion. Prerequisite: Spanish I or passing score on Spanish placement exam.

AP Spanish Language

The AP Spanish course offers students the ability to delve deep into Spanish, and express thoughts and ideas for their own purpose. Through this course, students will access a variety of

perspectives and knowledge that are only available through language and culture. Students will analyze poetry, short stories, novels, articles, and informative text pieces of renowned authors from Mexico, Latin America, Spain, and the United States. Students will be required to analyze literal and figurative text, implied meanings, and complex, stylistic writing. Prerequisite: Spanish I, Spanish II.

Visual and Performing Art (Requirement F)

The Charter School offers the following Visual and Performing Arts courses, in alignment with the CSS in Visual and Performing Arts. Students at the Charter School will complete at least one of the courses with a grade of C or better, in alignment with A-G requirements.

Digital Media

This course will be offered for incoming 9th graders to build a foundation for future classes that will require basic technical knowledge. The Digital Media curriculum allows students to develop their artistic style and apply it in practical settings by developing student proficiency in various platforms such as Microsoft Word, Google Documents, email, and Adobe Photoshop digital editing software. Students will learn many techniques that graphic designers and illustrators use in the business world, and implement them in various skill-based assessments. Students will learn how to make banners, posters, business cards, and other commercial items, and will also learn the aesthetics of design, photo editing, and balance. Prerequisite: None

Art Spectrum

This secondary Art course allow students to further deepen their understanding of the principles of design and elements of art. Students will primarily focus on two-dimensional drawing in this class, as well as basic three-dimensional media, like clay, wire and papier mache. Students will 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. Prerequisite: Digital Media (Digital Arts)

Advanced Media

This art class is the third installment of art at the High School. Students build upon their previous knowledge from Art Spectrum/Studio Art II or 3D to focus on exploring a variety of media and techniques. The design process is used to help students solve a wide range of visual problems based on artistic careers, such as Illustrator, Graphic Designer and Photographer. Students will use the “Elements of Art” and “Principles of Design” to improve, revise, and reflect

upon their creations. Prerequisites: Digital Media (Digital Arts) & Art Spectrum (Studio Art I & II/3D Art).

AP Studio Art: 2-D Design

The AP Studio Art class is designed for seniors that are interested in a serious, practical experience of art. The AP Studio Art exam is not a written exam; instead, students submit portfolios to be evaluated at the end of the year. Students are expected to produce 24 pieces of art across the year that show their mastery and skill in the Elements of Art and Principles of Design. The course encourages students to develop a creative and systemic investigation of formal and conceptual issues in art, and helps them develop and investigate their own artistic voice and process. Prerequisites: Digital Media, Art Spectrum (Studio Art I & II) & Advanced Media (Studio Art II/3D Art). Students who took AP in their junior year, may repeat senior year.

Electives (Requirement G)

The Charter School offers the following Elective courses, in alignment with the CSS in Visual and Performing Arts. Students at the Charter School will complete at least one of the courses with a grade of C or better, in alignment with A-G requirements.

College Seminar

College Seminar is a space where students are taught to develop skills that will allow them to be successful. From identity development and school culture, to college knowledge and study skills, this course will provide students the intellectual and emotional support for them to feel confident that they will be successful in college. Teachers administer college lessons, check up on students' grades, office hour attendance, tardies, ACT scores, and other indicators of success at the high school. The college seminar allows students to develop a support system with other students in the same grade level, so that they can learn from each other and grow together. Prerequisite: None

Journalism

In this course, students will study the principles and practices of journalism. They will explore journalism's impact on American culture and the increasing role of multimedia's use in journalism. Class discussions will address the future and importance of the field, as well as how to apply these strategies to school. Techniques, methods, and models guiding the contemporary practice of journalism will be given particular emphasis. The course covers school wide news, cultural commentary, op-ed, and narrative journalism. The fundamental skills of a journalist will be introduced, including research and interviewing, fact checking and attribution, style and persona. Prerequisites: Teacher Recommendation and Administrator Approval

Health/Fitness

Students across all grade levels can choose Health and Fitness to learn strategies and science behind living a healthy life. Students will partake in sports activities, develop nutrition logs, learn about the development and breakdown of muscles, and also receive sexual education. Prerequisite: Students have passed all UC/CSU grade level requirements.

Leadership Seminar

Leadership Seminar serves as the associate student body for the school. Students prepare for working in groups on schoolwide projects, practice leadership skills, and develop their planning and project management skills. Students are responsible for setting up school-wide assemblies, organizing dances and prom, creating and executing spirit week, and bringing concerns and solutions to the administration for improving the school. Prerequisite: Teacher/Admin recommendation, GPA: 3.0, On Track A-G Requirements [Highly Recommended ACT: 18]

SERVING SPECIAL POPULATIONS OF STUDENTS

The ACE Vision

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

The ACE Mindset

ACE goes above and beyond to ensure that every student receives a rigorous, engaging education. It responds to students' needs and successes, by adjusting goals and services as necessary. It tracks progress to make sure staff always know the right services for every student,

and monitors them to ensure appropriate support. It's not about "are students getting services" but "are services having an impact"? This solution oriented recognizes that serving students with special needs is a fluid process, and requires staff to constantly analyze and reflect to ensure that the right level of supports are provided for students.

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

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

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

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

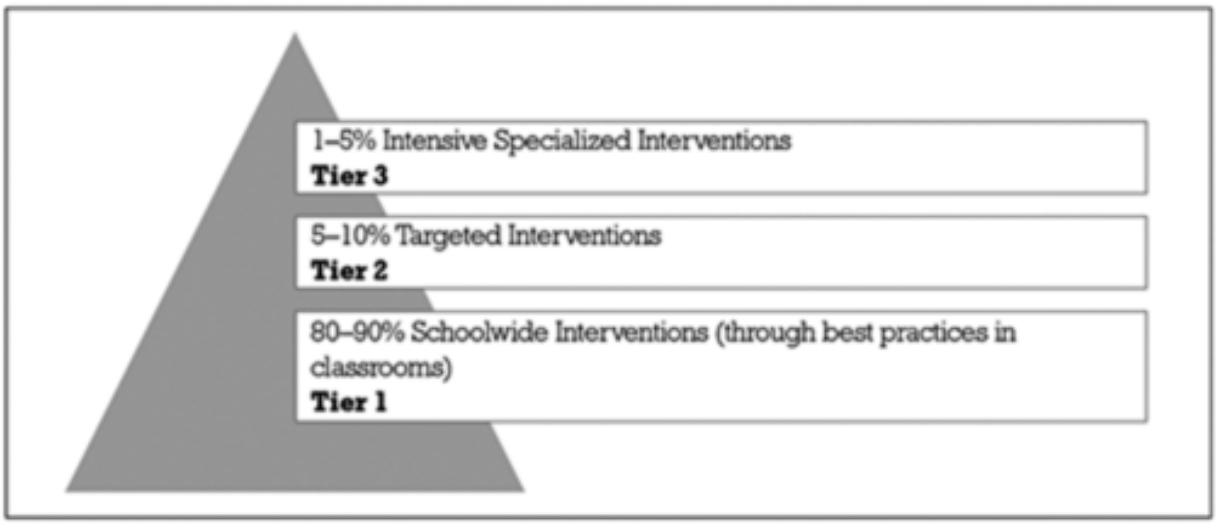
Response to Intervention

RTI is a multi-tier approach to the early identification and support of students with learning and behavioral needs. RTI is a prevention-oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students, and how to avoid referring a student to special education. Rigorous implementation of RTI includes a

combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RTI implementation contributes to more meaningful identification of learning and behavioral problems and improved instructional quality, in turn providing all students with the best opportunities to succeed in school and assisting with the identification of learning disabilities and other disabilities. The Charter School recognizes that many of its students have gaps in foundational literacy, math, and socio-emotional skills that prevent them from performing at their maximum level. To this end, a multi-level prevention system is used to maximize student achievement and to reduce behavioral problems.

The Charter School uses data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge effectiveness of the curriculum. Within this system, there is a progression of support along three levels: Tier 1, Tier 2, and Tier 3. Tier 1 is primarily excellent core classroom teaching, as well as programs already built into the Charter School schedule which are differentiated for individual student needs, such as high quality instruction provided by ACE general education teachers. Teachers use strategies and skills needed to ensure all students are successful. Tier 2 is identified at the school level, and implemented by teachers for students that need additional support in phonics, English Language Learning, and basic math skills. If needed, teacher teams may choose to refer students to the SST, which is responsible for Tier 3 interventions. As students move through the framework's specified levels of prevention, their instructional program becomes more intensive and more individualized to target their specific areas of learning or behavioral need. **Figure A.10** provides an overview of these interventions and the frequency within the student population.

Figure A.10 Response to Intervention Tiered Services



Tier	How It Works	Students	Possible Interventions
Tier 1	• High quality core curriculum and instruction • Universal screening • Individual teacher problem solving • Student progress monitoring • Identify Tier 2 students 6-8 weeks into school	All	• Close reading in ELA as a support to understand grade-level texts. • Vocabulary support for all students. • Use of models and manipulatives in math to conceptually understand mathematical ideas. • Discussion routines so that all students are listening and speaking. • Check for understanding and providing additional support in class, such as re-teaching, or small-group instruction. • Audio of texts to struggling learners, or vocabulary word work for ELDs. • Math fluency block for all • *See the rest of the instructional playbook for more ideas!*
Tier 2	• General, targeted interventions created at the school level	Few, roughly 10 - 20%	• Phonics/Decoding support • ELD support (designated support)

	based on school-wide data • Progress monitoring • Should not exceed 6 weeks		• Math fluency support (students that struggle with basic facts and computation)
Tier 3	• Individualized support • SST Team problem solving • Grade level meeting (could take place during Data Day) • Advisor is the "case manager". • Dean of Students, assistant principal, or teacher leader is the facilitator, and holds teachers accountable	<10% students per grade per year	• Functional Behavior Plan/Behavior Intervention Plan • Behavior contract • One-on-one tutoring • Small group tutoring • Language! • Counseling • Referral to alternative programs within the LEA/district • Referral to professional and/or agencies outside of the LEA/district (at cost to the LEA/district)

Tier 1: High Quality Core Curriculum and Instruction

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

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

Leaders create interventions built into the school day that target roughly 10-20% of the student body. Students are chosen for these interventions based on school-wide data that is available, such as CELDT, SBAC, ACT, ICANs Assessments (every two weeks), Benchmark assessments (every six weeks), or the Kickboard social, emotional, and behavioral data that the ACE Network tracks and makes available through ACE Family Link. Leaders make lists of students to be part of

Tier 2 supports roughly 2-3 weeks into the school year, and students should be assessed at least 4 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:

- World Literature - Given that students are entering multiple years behind in English and Reading, a World Literature course is offered in addition to an English course to increase the amount of reading that students are doing. Within the classes, a heavy focus is placed on language instruction, grammar, and writing, in addition to reading. This additional programming allows students to be immersed in more opportunities to read and grow. The reading of primary and secondary sources in also incorporated as a daily activity in history classes, again to engage students in authentic text as often as possible.
- Primary and Secondary Language Supports - EL students are provided Spanish translated documents alongside the English ones, specific vocabulary and comprehension scaffolds, and explicit modelling using strategies from Robert Marzano and Kate Kinsella for reading comprehension and academic language development.
- Levelled Texts - Through Achieve 3000, students are offered a computer adaptive tool for reading at their specific grade level in their current Zone of Proximal Development
- In Class Interventions - Teachers conduct individual and small group skill-based interventions within math and ELA classes based on formative assessments.
- In Class Accommodations - Paraprofessionals and learning specialist provide classroom based accommodations based on IEPs and 504 Plans.

Tier 3: Student Support Team (SST)

The purpose of the Student Support Team (SST) is to gather multiple points of data on struggling students and to analyze this data to determine why a student is struggling. The SST meets to evaluate the student's classroom performance, strengths and challenges, and prescribes an intervention to address the student's obstacle(s) to academic success. Through this process, the SST creates a comprehensive plan that includes strategies and structures for teachers and school staff to employ. Please see **Appendix A-10** for a sample SST Referral Form and Plan.

SST Timeline:

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

which strategies and interventions to continue, modify, and discontinue. The plan and all adjustments to it are documented.

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

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

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

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

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

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

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

Members of the SST:

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

The team tracks the progress and shares this with the Manager of Special Education.

SST Meeting:

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

Before the meeting:

- Any general education teacher or advisor can refer a student to the SST. Teachers can refer students who have participated in Tier 1 and Tier 2 interventions to the RTI Team if the student has made little to no academic and/or behavioral progress.
- The referral form is detailed, and requires the referring staff member to give specific data, both quantitative and qualitative, as to why the student should be referred to SST.
- Facilitator (Dean of Students or grade-level chair, most likely) sends the agenda to the grade level team at least 2 days beforehand.

During the meeting:

- Facilitator states the objectives and the agenda for the meeting.
- Follow up on students already in SST:
    - Advisors update as to how previously referred students are doing with additional supports. Team asks if all the interventions were done with fidelity.
    - Team discusses any changes that may be made to the plan.
    - Team discusses, if interventions have not worked, what the next steps will be.
- For each new referral:
    - Teacher who referred
        - Presents all relevant data.
        - Proposes appropriate supports
    - Team discusses the proposal, and makes further suggestions
    - Team decides what the plan should be, who is responsible, and next steps
    - Areas that are important to discuss and document during the SST meeting are:

    - Developmental/medical history (this can be gathered from the parents or guardians)
    - Attendance/school enrollment history
    - Review of vision, hearing, speech and language screenings
    - Behavior
    - Academics: Performance and results of interventions
- Wrap up
    - Facilitator states when the team will meet next
    - Facilitator recaps everyone's next steps

After the meeting:

- The advisor is now the case manager for the student discussed.
- He or she calls the parent, and lets the parent know the plan to support the student.
- He or she sends a reminder to the team half-way through the next cycle to remind everyone of their commitments.
- He or she presents results of the interventions at the next meeting.

ENGLISH LEARNERS

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

A significant segment of the school's student body are students who are English Learners (ELs). In the 2015-2016 academic year, for example, 54% of the student body is classified as English Learners. This necessitates that the school provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. The school is currently in the process of aligning its practices to the new California ELD standards, in alignment with California Department of Education's Implementation Plan. This explicitly includes adoption of research-based techniques in both integrated and designated settings that have been proven to be successful at providing students who are ELs access to rigorous content and instruction while simultaneously developing English language skills. In addition, the school places significant emphasis on bridging the school-home gap with families whose first language is not English. The Implementation Plan is detailed in **Figure A.11**:

Figure A.11 Implementation Plan

Year	Steps
2016-17 (Baseline)	• Provide professional development to promote awareness of and familiarity with the CA ELD Standards, aligned to the CA CCSS for ELA/Literacy
2017-18	• Provide professional development in Integrated ELD, with a focus on utilizing collaborative interactions, interpretive language, and productive language • Implement strategies in instruction, with continued coaching to support implementation
2018-19	• Provide professional development in Integrated ELD, with a focus on developing language objectives that address core vocabulary and forms and functions of language • Provide professional development in Designated ELD, with a focus on differentiation of language objectives based on student proficiency level of emerging, expanding, or bridging (also applicable to Integrated ELD) • Implement use of differentiated language objectives in instruction, with continued coaching to support implementation
2019-20	• Provide professional development in the use of observation protocols and other assessments of English language proficiency, to develop data-informed Integrated and Designated ELD • Implement use of observation protocols and other assessments in instruction, with continued coaching to support implementation
2020-21	• Incorporate data streams into Growth Cycle analysis, to evaluate program and inform continued development and improvement
2021-22	• Incorporate data streams into Growth Cycle analysis, to evaluate program and inform continued development and improvement

The Charter School will meet all applicable legal requirements for students who are ELs as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent

English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

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

Identification, Designation & Notification

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

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

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient (I-FEP) or Limited English Proficient (LEP) using the guidelines in **Figure A.12** based on the CELDT as the tool for assessment for English Language proficiency. When the State of California fully transitions to the ELPAC for operational measuring of English Language Proficiency (expected 2018-19) and provides recommendations for classification of LEP and

I-FEP utilizing this assessment tool, the charter school will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure A.12 Designation Criteria

	Limited English Proficient (LEP)	Initial Fluent-English Proficient (IFEP)
9th - 12th	For the duration of the CELDT as the State adopted tool, the following guidelines will be used in designating students as LEP: Overall CELDT Proficiency Level = 1 – 3 OR Listening/Speaking = 1 or 2 Reading = 1 or 2 Writing = 1 or 2	For the duration of the CELDT as the State adopted tool, the following guidelines will be used in designating students as IFEP: Overall CELDT Proficiency Level = 4 –5 AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher

Families will receive notification of their child's CELDT results and initial language designation within 30 days of receipt of these results, as well as information on how their child's learning needs are being addressed by the school. In addition, they will be invited to the school for an information session to review these results in detail and discuss ways to support their child's English language development. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. Please see **Appendix A-11** for sample letters regarding Reclassification that are sent to families. The Charter School will report the number of ELL students attending the school to the county and the state.

Ongoing Assessment, Monitoring, and Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT/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 parent's opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

The Reclassification procedure is detailed in as detailed in **Figure A.13**. Should the State of California change its recommendations for reclassification as it transitions to the ELPAC, the Charter School will adopt the state recommendations and this change will not be considered a material change of the charter.

Figure A.13 Reclassification Criteria

	CELDT/ELPAC	Other
9th - 12th	Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development. For the duration of the CELDT as the State adopted tool, the following guidelines will be used in measuring student English language proficiency:	Teacher and Staff Input and Evaluation, including, but not limited to, a review of the student's curriculum mastery Parental Opinion and Consultation, solicited through notification of reclassification Comparison of Pupil's performance in basic skills against an empirically established data set based on the

	Overall CELDT Proficiency Level = 4–5 AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher	performance of English proficient students of the same age. This may include the SBAC and/or ACT, as applicable.

The Charter School will use a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English Language Learners (ELL). Based on the annual assessment of English Language proficiency, 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 Language Learners - are identified for differentiated instructional, acceleration, and/or support services.

Strategies for Students Who Are ELs Instruction and Intervention

Given that over 50% of the school's population is students who are ELs, the school program is explicitly designed to provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment.

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

The Charter School is adopting the new California ELD Standards, which focus on English Learners interacting in meaningful ways with the content as well as learning about how English works. The state has provided an implementation guide, as well as supplemental information on how to implement the ELD standards in tandem with the CCSS and NGSS. This initial plan was provided in **Figure A.11** above. Designing an effective program for students who are ELs aligned to these new standards shall be overseen by the Principal. The EL program design will ensure that all students have access to grade level content and receive the appropriate scaffolds up to grade level rigor. Furthermore, it will include both Integrated English Language Development (ELD) and Designated ELD. Teachers will be involved in program development, and families shall be informed of the plan and provided opportunities for feedback through existing

parent leadership structures. The Charter School will further develop the implementation plan provided in **Figure A.11** to include:

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

Alignment of Standards and Strategies

As the standards are intended to help English Learners learn English in the context of disciplines and grade level content, **Figure A.14** and **Figure A.15** outlines 9th-10th and 11th-12th grade level standards and identifies some of the strategies the Charter School may use with its students who are ELs. As the Charter School continues to build its understanding of the Common Core, Next Generation Science, and the new California ELD standards, the strategies will continue to expand so that students who are ELs are best served, and that their learning of English is embedded with the learning of grade level content.

Figure A.14 9th and 10th 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	SL.9–10.1, 6; L.9–10.3, 6 W.9–10.6; WHST.9–10.6; SL.9–10.2; L.9–10.3, 6 W.9–10.1; WHST.9–10.1; SL.9–10.1, 4, 6; L.9–10.3, 6 W.9–10.4-5; WHST. 9–10.4–5; SL.9–10.6; L.9–10.1, 3, 6	• TPS- Think, Pair, Share w/ peers • Journal writing • Responding to thought questions on-line • Group discussion

others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)		
I: Interacting in Meaningful Ways B: Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. 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 8. 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	lSL.9–10.1, 3, 6; L.9–10.1, 3, 6 lRL.9–10.1–7, 9–10; RI.9–10.1–10; RH.9–10.1–10; RST.9–10.1–10; SL.9–10.2; L.9–10.1, 3, 6 lRL.9–10.4–5; RI.9–10.4, 6, 8; RH.9–10.4–6, 8; RST.9–10.4–6, 8; SL.9–10.3; L.9–10.3, 5–6 lRL.9–10.4–5; RI.9–10.4–5; RH.9–10.4–5; RST.9–10.4–5; SL.9–10.3; L.9–10.3, 5–6	• Close reading • Learning from video clips • Text analysis
I: Interacting in Meaningful Ways C: Productive 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present,	lSL.9–10.4–6; L.9–10.1, 3 lW.9–10.1–10; WHST.9–10.1–2, 4–10; L.9–10.1–6 lW.9–10.1, 8–9; WHST.9–10.1, 8–9; L.9–10.1–3, 6	• Oral presentations • Being the “expert” to teach the class • Learning about synonyms, antonyms

describe, and explain ideas and information, using appropriate technology 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	lW.9–10.4–5; WHST.9–10.4–5; SL.9–10.4, 6; L.9–10.1, 3, 5–6	
II: Learning About How English Works A: Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion	lRL.9–10.5; RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5, 10; WHST.9–10.1-2, 4–5, 10; SL.9–10.4 lRI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5, 10; WHST.9–10.1–2, 4–5, 10; L.9–10.1, 3–6	• Engaging with various types of text
II: Learning About How English Works B: Expanding and Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details	lW.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6 lW.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6 lW.9–10.4–5; WHST.9–10.4–5; SL.9–10.6; L.9–10.1, 3–6	• Using Write Tools strategies • Going through the writing process
II: Learning About How English Works C: Connecting and Condensing Ideas 6. Connecting ideas 7. Condensing ideas	lW.9–10.1-5; WHST.9–10.1–2, 4–5; SL.9–10.4, 6; L.9–10.1, 3–6 lW.9–10.1–5; WHST.9–10.1–2, 4–5; SL.9–10.4, 6; L.9–10.1, 3–6	• Making connections while reading various types of texts
III: Using Foundational Literacy Skills	RF.K–1.1–4; RF.2–5.3–4 (as appropriate)	• Reading and analyzing texts together

Figure A.15 11th and 12th Grade

Part of Framework:	Corresponding CA CCSS for ELA/Literacy	ACE Curricular Strategies
I: Interacting in Meaningful Ways A: Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	SL.11–12.1, 6; L.11–12.3, 6 W.11-12.6; WHST.11–12.6; SL.11–12.2; L.11–12.3, 6 W.11–12.1; WHST.11–12.1; SL.11–12.1, 4, 6; L.11–12.3, 6 W.11–12.4–5; WHST.11–12.4–5; SL.11–12.6; L.11–12.1, 3, 6	• TPS- Think, Pair, Share w/ peers • Journal writing • Responding to thought questions on-line • Group discussion
I: Interacting in Meaningful Ways B: Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence	SL.11–12.1, 3, 6; L.11–12.1, 3, 6 lRL.11–12.1–7, 9–10; RI.11–12.110;– RH.11–12.1–10; RST.11–12.1–10; SL.11–12.2; L.11–12.1, 3, 6 lRL.11–12.4–5; RI.11–12.4, 6, 8; RH.11-12.4–6, 8; RST.11–12.4–6, 8; SL.11–12.3; L.11–12.3, 5–6	• Close reading • Learning from video clips • Text analysis

depending on modality, text type, purpose, audience, topic, and content area 8. 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	lRL.11–12.4–5; RI.11–12.4–5; RH.11–12.4–5; RST.11–12.4–5; SL.11–12.3; L.11–12.3, 5–6	
I: Interacting in Meaningful Ways C: Productive 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	SL.11–12.4–6; L.11–12.1, 3 lW.11–12.1–10; WHST.11–12.1–2, 4–10; L.11–12.1–6 lW.11–12.1, 8–9; WHST.11–12.1, 8–9;L.11–12.1–3, 6 lW.11–12.4–5; WHST.11–12.4–5; SL.11–12.4, 6; L.11–12.1, 3, 5–6	• Oral presentations • Being the "expert" to teach the class • Learning about synonyms, antonyms
II: Learning About How English Works A: Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion	RL.11–12.5; RI.11–12.5; RH.11–12.5; RST.11–12.5; W.11–12.1–5, 10; WHST.11–12.1–2, 4–5, 10;SL.11–12.4 lRI.11–12.5; RH.11–12.5; RST.11–12.5; W.11–12.1–5, 10;	• Engaging with various types of text

	WHST.11–12.1–2, 4–5, 10; L.11–12.1, 3–6	
II: Learning About How English Works B: Expanding and Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details	W.11–12.5; WHST.11–12.5; SL.11–12.6; L.11–12.1, 3–6 lW.11–12.5; WHST.11–12.5; SL.11–12.6; L.11–12.1, 3–6 lW.11–12.4–5; WHST.11–12.4–5; SL.11–12.6;L.11–12.1, 3–6	• Using Write Tools strategies • Going through the writing process
II: Learning About How English Works C: Connecting and Condensing Ideas 6. Connecting ideas 7. Condensing ideas	W.11–12.1–5; WHST.11–12.1–2, 4–5; SL.11–12.4, 6; L.11–12.1, 3–6 lW.11–12.1–5; WHST.11–12.1-2, 4–5; SL.11–12.4, 6; L.11–12.1, 3–6	• Making connections while reading various types of texts
III: Using Foundational Literacy Skills	RF.K–1.1-4; RF.2–5.3–4 (as appropriate)	• Reading and analyzing texts together

ELAC

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

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

Teacher Qualifications and Professional Development

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

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

Monitoring and Evaluation of Program Effectiveness

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

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

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

allowing for integrated ELD supports and scaffolds as well as designated ELD based on language level and need.

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

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

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

ACE Charter Schools was founded and exists to serve students who have been traditionally underserved and who are statistically unlikely to have success in college. It is therefore likely that some of the Charter School's students will enter the school academically low-achieving. The Charter School will utilize the strategies as detailed under "Response to Intervention" above to serve these students and propel them to be college-ready seniors.

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

- Scoring more than one grade below grade level on internal diagnostics or placement exams
- Scoring Not Meeting on the SBAC
- Earning one or more grades of a C- in a marking period
- Earning one or more grades of F in a marking period

- Cumulative UC / CSU Grade Point Average places student off the Eligibility Index or requires a SAT score of greater than 1200 or ACT score greater than 27
- Students identified as low achieving will participate in the Response to Intervention process, will likely be scheduled for an intervention class, and may stay after school for extended intervention support classes.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

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

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

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

Students identified as high achieving will be encouraged to enroll in Advanced Placement classes. The Charter School offers Advanced Placement courses in history, English, science, Spanish, and art. Additionally, students who are performing above-grade level will receive the enrichment they need in order to apply to more competitive colleges and universities.

OVERVIEW REGARDING SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with ESUHSD and/or the El Dorado County Office of Education ("EDCOE") Charter School Special Education Local Plan Area ("SELPA") to ensure that a free and appropriate education is provided to all students with exceptional needs. The Charter School will comply with all applicable state and federal laws in serving students with disabilities,

including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Charter School will comply with AB 602, ESUHSD guidelines, and all California laws pertaining to special education students.

SELPA and Compliance with the IDEA

The Charter School will continue to operate as a local educational agency ("LEA") and as a member of the El Dorado County Charter School Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a). The Charter School has consulted with the Santa Clara County SELPA Director and the SELPA Director of the El Dorado County Charter School SELPA and understands the special education responsibilities of the charter and the application of SELPA policies. The Charter School is a member of the SELPA in good standing. Special education services will be provided through a combination of internal staffing and contracts with appropriately licensed non-public agencies as needed to fulfill the requirements of student IEPs. A change in LEA status or SELPA membership shall not require a material revision of this charter.

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

Per Federal Law, all students with disabilities will be fully integrated into the programs of the Charter School, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending the Charter School is properly identified, assessed and provided with necessary services and supports.

The Charter School will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with ESUHSD and/or EDCOE SELPA to provide an appropriate placement and services.

The Charter School will work with ESUHSD and/or EDCOE SELPA to make time and facilities available to meet the needs of the student's IEP. The Charter School will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the ESUHSD and/or EDCOE SELPA, where applicable.

If a parent 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 Charter School, which will then forward such written notice to ESUHSD and/or EDCOE SELPA within two school days. The school will encourage open communication between the parents and ESUHSD and/or EDCOE SELPA for any items related to the special education services. Students at the Charter School who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, the Charter School will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

Search and Serve

Upon the commencement of the Charter School's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty, Dean of Students, and Principal, the Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Dean of Students and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Dean of Students, and a Charter School faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual

tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Charter School within 15 days. The Charter School will notify ESUHSD and/or EDCOE SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

If the Charter School, in collaboration with ESUHSD and/or EDCOE SELPA, concludes that an assessment is appropriate, the parent 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 permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The Principal will be responsible for gathering all pertinent information and sharing such information with ESUHSD and/or EDCOE SELPA (where applicable according to SELPA policies). 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. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. 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; and
- Parent input.

Unless conflicting with EDCOE SELPA policies and procedures, the Charter School will follow the following assessment guidelines. If a conflict with ESUHSD and/or EDCOE SELPA policies and procedures exists, then ESUHSD policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must 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; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- 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 need for special education. The Charter School, in coordination with the EDCOE SELPA 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 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 by the school will have an IEP that documents assessment results and eligibility determination for special education services.

The Charter School, in collaboration with the EDCOE SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. The Charter School will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served 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 must 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;
- 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;
- An EDCOE SELPA Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. The Charter School views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and EDCOE SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by the Charter School, in cooperation with the EDCOE SELPA in which the Charter School is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by the Charter School. The IEP will include all required components and be written on EDCOE 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;
- 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;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- 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.

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 is (ITP) required at the appropriate age;
- When the Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also

conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

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

Unless otherwise specified on the student's IEP, parents will be informed four times a 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.

Staffing

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

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

Non-Public Placements/Non-Public Agencies

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

Reporting

The Charter School, in collaboration with ESUHSD, 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 Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District 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; and
- The basis of exit from the Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Charter School Principal. The Principal 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 will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

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

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled 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.

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

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the EDCOE SELPA and the Charter School shall work together to defend the case. The Charter School reserves the right to make arrangements for legal representation in and resolution of legal disputes pertaining to special education.

Complaint Procedures

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

Special Education Strategies for Instruction and Services

The Charter School will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. The Charter School will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through the Charter School's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for Staff

The Principal, regular 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, including those sponsored by the EDCOE SELPA.

The Charter School also intends to seek professional development opportunities for its' staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

SECTION 504 OF THE REHABILITATION ACT

The Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

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

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

ELEMENT B - MEASURABLE STUDENT OUTCOMES

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

SCHOOLWIDE OUTCOMES

ACE Charter High School: East Side Union High School District ("the Charter School") measures its ultimate success by the number of its students who graduate from a four-year college or university. An additional measure of success is the number of seniors who graduate with an acceptance to a four-year college or university. However, given these are long-term goals, the Charter School has set intermediate targets and achievement benchmarks which align to the mission, curriculum, and assessments of the Charter School. These achievement targets and benchmarks ensure that every student will pass the required UC A-G classes at a level sufficient to be truly college bound. If student achievement and other data should indicate that the school is not yet meeting these targets and benchmarks, the school will modify its program to improve performance in that area. As an accompaniment to that work, additional benchmark skills and specific classroom-level skills will be developed.

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH STATE PRIORITIES (LOCAL CONTROL ACCOUNTABILITY PLAN - LCAP)

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

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

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

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

STRATEGY 1: Promote and Instill a Culture of Optimism		
Goal 1: ACE will attract and retain students who have been served poorly by the traditional system.		
Measures	**Actions**	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: ● Student retention rate of 90% or higher ● Suspension rate lower than closest district school ● Expulsion rate lower than closest district school	● Implement a **recruitment strategy** that attracts students who have been poorly served ● Foster a **sense of community** through structures that support students in being known well, including Advisory and Student-led Conferences ● Continue to refine implementation of the **behavior intervention ladder**, to ensure consistency, responsiveness, and restoration ● Actively **monitor student engagement** to ensure efficacy of actions listed and make adjustments as needed	This work is aligned to the following State Priorities: 5. Student Engagement 6. School Climate
Goal 2: School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning.		
Measures	**Actions**	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: ● Proficiency in Culture Audit from Growth Cycles ● 90% or more of students rate culture effective ● 90% or more of families rate culture effective ● 90% or more of staff rate	● Provide ongoing **professional development for teachers** in strategies and practices that foster an optimistic, celebratory environment ● Identify and facilitate **events, experiences, and rewards** that promote an optimistic, celebratory school environment, in the Culture Calendar and through other vehicles ● Foster optimism and a growth mindset through structures that support	This work is aligned to the following State Priorities: 5. Student Engagement 6. School Climate 8. Student Outcomes

culture effective	students in taking **ownership of their learning**, including College Seminar and Student-led Conferences ● Continue to refine elements of the **student engagement system**, to inspire growth and learning ● Actively **monitor school culture** via Growth Cycles to ensure efficacy of actions listed and make adjustments as needed ● Surveys are administered to students and staff twice annually and once to parents in the spring	
Goal 3: Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.		
Measures	**Actions**	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: ● 95% student attendance rate ● Less than 10% chronic truancy rate ● 90% or more of students are confident they will be ready for college ● 90% or more of families are confident their student(s) will be ready for college ● 90% or more of staff are confident their students will be ready for college	● Provide ongoing **professional development for teachers** in strategies and practices that promote an optimistic mindset and college-ready behaviors ● Develop and implement ongoing **family learning opportunities and events** that engage families in the school community ● Foster an optimistic mindset and college-ready behaviors through structures that support students in taking **ownership of their learning**, including Advisory and Student-led Conferences ● Support students and families in **connecting with community-based mental health providers**, to support social and emotional development ● Continue to **explore and expand sports and club offerings**, in response to demonstrated student demand ● Actively **monitor student engagement** to ensure efficacy of actions listed and make adjustments as needed	This work is aligned to the following State Priorities: 3. Parental Involvement 7. Student Engagement 8. School Climate 9. Student Outcomes

STRATEGY 2: Build Students' College-Ready Confidence		
Goal 4: Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.		
Measures	**Actions**	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: ● Proficiency in College Ready Confidence from Growth Cycles	● Provide ongoing **professional development for teachers** in planning and designing curriculum backwards from standards, via summer institute, data days, weekly professional development, and grade/subject area meetings. ● Support all teachers in implementation of standards-aligned and data-informed curriculum, via an **Academic Coach** for every teacher ● Implement a **robust assessment practice** that provides ongoing data on student mastery of state standards and preparation for college ● Actively **monitor student achievement** to ensure efficacy of actions listed and make adjustments as needed	This work is aligned to the following State Priorities: 1. Quality Teachers, Curriculum, and Facilities 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement
Goal 5: Previously low-achieving students make expected rapid academic growth.		
Measures	**Actions**	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: ● 85% of students make 2 points of growth per year on ACT ● 50% of ELLs will reach English proficient level as measured by CELDT/ELPAC	● Provide an extended day, with **additional learning time and built in intervention** in ELA and Math ● Utilize the **Response to Intervention (RTI)** framework to provide scaffolded supports and interventions for struggling students ● Align the academic program with the new ELD Framework to provide **integrated and designated ELD instruction** ● Leverage **personalized curriculum** resources to support students in progressing at optimal pace	This work is aligned to the following State Priorities: 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement

Goal 6: Students prepare for college by attaining proficiency in challenging, standards-based course work.		
Targets	**Actions**	**Alignment**
The Charter School will make annual growth from the 2016-17 Baseline toward the following targets: ● The percent of Year 3 and 4 ACE Students who are proficient in ELA and Math on the SBAC will be equal to the state average for students who are not from low-income families ● 75% of Year 3 and 4 ACE students move up one level in writing ● 50% of Year 2 ACE students move up one level in writing ● 30% of Year 1 ACE students move up one level in writing ● 90% of students graduate eligible to attend UC/CSU	● Provide ongoing **professional development for teachers** in how to prepare students for college, via their Advisory curriculum and mentoring ● Support students in **setting goals, implementing strategies, and monitoring achievement** via Advisory and Student-led Conferences to build college readiness. ● Engage students in activities that **build college knowledge**, including college visits ● Implement a **robust assessment practice** that provides ongoing data on student mastery of state standards and preparation for college ● Offer **Advance Placement courses and Practice ACT** for High School students	This work is aligned to the following State Priorities: 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement 7. Course Access and Enrollment

ELEMENT C - METHODS OF ASSESSMENT

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

INTRODUCTION

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

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

Student performance data is collected regularly from a wide variety of assessments which are chosen and implemented in order for teachers, students, and families to best understand student progress toward academic proficiency, as well as providing a detailed individual picture of each student's growth, academic strengths, and areas where further instruction, intervention and coaching is necessary. This data stream is also used to evaluate staff proficiency in administering rigorous curriculum, to inform professional development and coaching needs. The data stream explicitly includes all applicable assessments under the California Assessment of Student Performance and Progress system (CAASPP), which includes but is not limited to the California Smarter Balanced Assessments (SBACs). As the school is squarely focused on preparing all students for college, it also includes the ACT and ACT aligned interim assessments.

The results of these tests will be the primary driver of ongoing curriculum and school program development. The Charter School will also utilize diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations.

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

Additional Assurances

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

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

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

TYPES OF ASSESSMENTS

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

<u>California Assessment of Student Performance and Progress (CAASPP)</u>

The CAASPP system is the primary assessment used to track student progress toward grade-level mastery of the Common Core standards. The Smarter Balanced Assessment system, a major component of CAASPP uses computer-adaptive tests and performance tasks that allow

students to show what they know and are able to do. This system is based on the Common Core State Standards for English language arts/literacy and mathematics. SBAC data will be the most important way for the Charter School to measure the overall efficacy of its program, and will be used as a primary driver in on-going curriculum and program development and refinement.

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

In addition to the SBAC, the CAASPP also includes the California Standards Test (CST), the Physical Fitness Test (PFT), and the California English Language Development Test (CELDT). Additional details on the CELDT are provided below.

CELDT (California English Language Development Test)

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

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

ACT

Four times per year, the school administers a released ACT assessment in English Grammar, Math, Reading, and Science to all students. These assessments measure student progress toward college readiness, as well as provide data that informs instruction. The results of these assessments help teachers and school leaders identify what interventions need to take place for whole classes, small groups, or individual students. Coaches work with school staff to analyze data and improve instructional practices, as well as plan for targeted reteaching. The ACT's college readiness standards have been aligned to the CCSS.

Grade-level Writing Assessments

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

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

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

End of Course (EOC) Assessments

End of Course assessments (EOC's) will be administered twice per year, in December and June, in all subject areas. EOC data is analyzed after the administration in December and June, to evaluate student progress on grade-level standards. Analysis is conducted in staff meetings by subject-area teams. After the December administration and analysis, these teams share their data with the school team as a whole, generate observations about the data, and generate a plan of action to address in the scope and sequence for the second semester. After the June administration and analysis, subject-area teams look for trends in their data, identify the impact of each standard and its relative level of focus within the scope and sequence, and make recommendations for the next year's scope and sequence for their course based on trends and patterns seen in student performance.

Growth Cycle Audits

Purpose of the ACE Growth Cycles

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

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

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

Frequency of the ACE Growth Cycles

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

ASSESSMENT CONTINUUM

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

Assessment Calendar

The school's assessment calendar is developed from year to year to align with these data cycles. Assessments on the calendar are administered by teachers in core classes as well as by school administrators and other support staff. The assessment calendar allows for regular review of student data, including reports to the ACE Board of Directors. **Figure C-1** provides a summary of the Charter School's main assessments, the key uses of the results, and the timeline for their implementation for the 2016-17 school year.

Figure C-1 2016-17 Assessment Calendar

Cycle	Assessment	Due Date	Notes
July 1 - September 9	CELDT	August 15 - September 2	ELL students
	ACT	August 26	All students
Growth Cycle Audit 1 - September 12 - 16			
September 19 - December 16	Surveys	November 14 - 18	All stakeholders
	ACT	December 2	All students
	SBAC Listening and Speaking Block and Math Block	December 5 - 12	11th Grade
	Finals	December 13 - 15	All students
Report Cards Printed on December 16			
January 3 - March 2	SBAC Practice	February 13 - 16	11th Grade
	Interim Full Write	February 13 - 16	All students
Growth Cycle Audit 2 - March 6-10			
March 13 - June 8	Physical Fitness	March 13 - 31	9th Grade
	SBAC Interim	March 13 - 31	11th Grade
	ACT	March 17	All students
	Survey	April 10 - 12	All Stakeholders
	SBAC Practice	May 1 - 12	11th Grade
	Interim Full Write	May 1 - 12	All students
	AP Environmental Science Test	May 1	Students in class
	AP English Lit and AP Comp Test	May 3	Students in class
	AP Studio Art Test	May 5	Students in class
	AP Calculus AB Test	May 9	Students in class
	AP World History Test	May 11	Students in class

	SBAC	May 15 - June 2	11th Grade
	Science CST	May 15 - June 2	10th Grade
	ACT	June 2	All students
	Finals	June 6 - 8	All students
Exhibition of Student Work - June 8th			
Report Cards Printed - June 9th			

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.

Figure C-2 Data Collection, Dissemination, and Analysis

Data source	Collection, Dissemination and Analysis	Person responsible
College Success Data	Alumni are tracked once in college. Grades are recorded and surveys and interviews are conducted to learn how the high school program did and did not prepare students for college level work. Data is shared back with staff and is also used to inform emerging work on first generation college success.	Administration
College Matriculation Data	Colleges and universities seniors apply to will be tracked, as well as senior G.P.A. and ACT or SAT score. Number of acceptances versus applications will be used to provide information to improve curriculum as well as identify best schools for students.	Administration

CAASPP/SBAC data	CAASPP/SBAC data is collected and disaggregated by statistically significant subgroups. Led by the Administration, teachers use this data to guide curriculum and assessment design and provide target areas for schoolwide, group, and individual student intervention and remediation. Assessment data is used by the Administration to gauge whole-school and sub-group performance, and guide curriculum and other school program initiatives.	Administration, Manager of Data Analytics and Information
CELDT/ELPAC data	The Administration oversee the administration of the CELDT test, collects and disseminates CELDT scores to teachers and works with teachers to ensure that curriculum and instruction address EL student needs, and that appropriate differentiation and interventions are provided in regular classroom and during intervention times.	Principal
School-based formative assessments	Teachers design and implement regular standards-based formative assessments aligned to the SBAC and ACT to track student progress toward mastery and college readiness. Administration coaches teachers on the design and implementation of these formative assessments and collaborate with teachers to assess the results of these assessments and use them to shape on-going curriculum and instructional development. Teachers also use student assessment data to determine what re-teaching is necessary and to identify students who require targeted intervention.	Administration, Teachers

School-based summative assessments	Under the direct guidance of the Administration, teachers design summative assessments to gauge student mastery of state standards. Utilizing the Understanding by Design practice of Wiggins and McTighe, these summative assessments are designed early in the semester, so that curriculum can then be designed backwards from these assessments to support student mastery. The results of these assessments drive schoolwide program design for the following year. Summative assessments also include the ACT, which is analyzed to determine if students are making progress towards reaching 2 points of growth per year.	Administration
Attendance and Discipline data	The Administration will collect and assess attendance and discipline data, and share the data with staff and families as necessary. The Administration use this data to guide schoolwide program design to ensure high attendance levels and a safe learning environment.	Administration
Growth Cycle: Culture of Optimism and College Ready Confidence	The Growth Cycle review is designed to yield actionable data that schools can utilize to celebrate successes and adjust course as needed in order to attain “proficiency” in achieving two of the Cascade Strategies: creating a culture of optimism (Strategy 1) and building college-ready confidence in the students (Strategy 2). These cycles are performed by a team of internal and external experts during a one day visit using an agreed upon walk through observational tool. Additionally, the Growth Cycle Team will review other data and documents to help inform them about the state of the school. Inclusion of external participants allows us to leverage their expertise during the review of findings at the conclusion of the day.	Administration Academic Operations Manager
Monday Reflections	Each Monday, students complete a reflection during College Seminar to evaluate their current levels of proficiency and set two goals for promoting growth in the coming week. This is done in terms of	College Coaches

	academics, via reflection on the GPA, in terms of social emotional wellness and behavior, via their RPG (Respect, Pride, and Ganas) Score, and in terms of college-ready habits, via their frequency of attending office hours. College Coaches then meet with each student to review their reflection and strategies, as well as mentor them as needed to improve the plan.	
ACE Family Link Dashboard	ACE supports teachers and school leaders in gathering and learning from all the data that is collected overtime. On the ACE Family Link Dashboard, located at family.acecharter.org, school leaders and teachers can login to view data about students and learn how students are doing, which students are in need of intervention, and which students should be celebrated. This resource is updated weekly and includes data from various different platforms. Attendance, truancy, and grades are gathered from PowerSchool. Behavior data is gathered from Kickboard. Testing data is gathered from SBAC and CELDT. Gathering data in one place helps teachers and school leaders make sense of the data in an efficient and effective manner. After analyzing the data, school leaders and teachers decide how and which students need intervention or celebration. In addition, ACE helps parents understand and access this data as well. At family.acecharter.org, parents can register and access the same data discussed above but only for their own children.	Administration, Teachers

USES OF MULTIPLE MEASURES OF ASSESSMENT

Student, Teacher and School Use of Data

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

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

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

Because the Charter School will serve a high portion of EL students, the extent to which it meets AMAO's will be an important measure of success. In addition, the school will also carefully track the degree to which Special Needs students are meeting IEP goals.

School and Family Use of Data - Reporting to Caretakers

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

Figure C.3 Formal Reporting to Caretakers

Type	Purpose	Frequency
Mailings & Information Sessions	• Share key assessment data with families as collected to ensure families have access to data on their children (i.e., ACT, CELDT, SBAC). • Provide information sessions to support families in understanding assessment results, through Cafecitos and other venues • Students and parents have access to PowerSchool to monitor grades and attendance in real time	Ongoing
Comprehensive Report Card	• Assessment Data • Attendance Data • Grades in Subject Areas • Narratives on Student Performance, including Areas of Strength and Areas for Growth • Learning Target Completion • Progress toward promotion and/or graduation	TBD
Progress Reports	• Provide ongoing information about student progress	Monthly
Online Grade Book (PowerSchool)	• Share progress toward Learning Targets • Build transparency between home and school	Updated Weekly
Student Led Conferences	• Develop and revisit academic and personal goals • Review student work and measure progress toward mastery of learning targets, and ultimately, promotion and/or graduation. • Share student performance and progress on internal and external assessments • Develop ownership of learning and goal-setting for both the student and family • Develop student presentation skills	Twice per year
ACE Family Link	• Share key assessment data with families as collected to ensure families have access to data on their children (i.e., CELDT and SBAC). • Share Social, Emotional, and Behavioral Indicators	Ongoing

School, District and State Use of Data

Local Control Accountability Plan ("LCAP")

The Charter School will use the multiple forms of data collected to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2016, and each year thereafter, The Charter School will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to OUSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

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

ELEMENT D - GOVERNANCE STRUCTURE

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

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

OVERVIEW

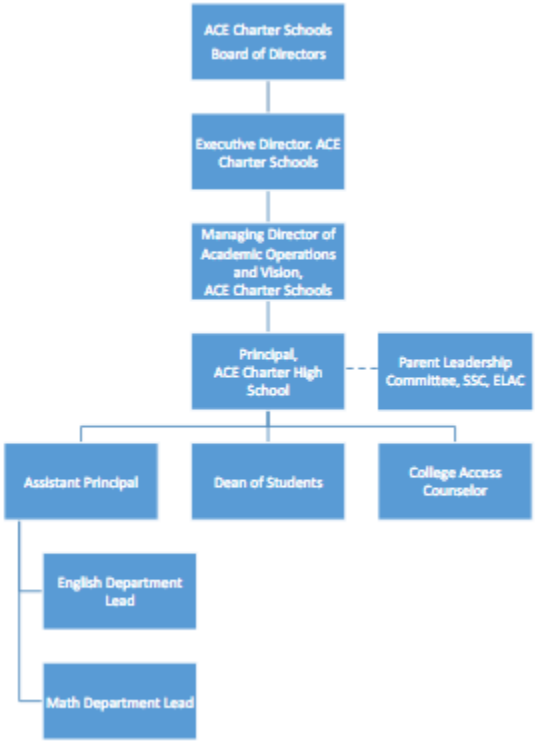
The governance structure of the Charter School has the following components:

- California Non-Profit Public Benefit Corporation
- Board of Directors
- Central Office Personnel, including:
    - Executive Director
    - Director of Finance
    - Managing Director of Academic Operations and Vision
- School Site Personnel
    - Principal
    - Teachers
- Parent Leadership Committee, whose membership may also serve on the:
    - School Site Council
    - English Language Advisory Committee (ELAC), if there are more than 21 English Language Learners

Within this governance structure, the Board of Directors make decisions and work with the Executive Director to oversee the school's development and operation in consultation with the Director of Finance and Managing Director of Academic Operations and Vision; the Principal oversees school operations, academic program, fundraising, and other related activities with critical input from teachers and the office manager; the Parent Leadership Committee works to increase the achievement and engagement of every student through continuous improvement of curriculum, instruction, assessment, and culture; and the SSC and ELAC communicate the

positions of the parents directly to the Executive Director and Principal. **Figure D-1** provides a visual representation of the Organizational Structure.

Figure D-1 Organizational Chart



NON-PROFIT PUBLIC BENEFIT CORPORATION

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

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

applying to the Charter School, as a charter school shall ultimately rest with the Charter School operating as a non-profit public benefit corporation.

Attached, as **Appendix D-1**, Corporate Documents, please find the ACE Articles of Incorporation, Bylaws, and Conflict of Interest Code.

BOARD OF DIRECTORS

The Charter School Board is a policy-making board which oversees the fundamental aspects of the School. The Board shall be composed of at least nine (9) and no more than thirteen (13) directors. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation.

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

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

Figure D.1 provides the current Names, Titles, Board Positions, and Term Expirations of the ACE Board of Directors.

Figure D.1 ACE Board of Directors

Name and Title	Board Position(s)	Term Expiration*
Tania Wilcox Former Board Chair and Executive Director, Breakthrough Silicon Valley	**President** Executive Committee, Development Committee	2016
Gary Rummelhoff Chief Financial Officer, Unity Care Group	**Treasurer** Executive Committee,	2017

Former President and Board Member, Santa Clara County Office of Education and San Jose Unified School District	Finance Committee	
Dr. Linda Murray Strategic Advisor to XQ Institute Former Superintendent, San Jose Unified School District	**Secretary** Executive Committee, Academic Performance Committee	2016
Elizabeth Alvarez Franklin McKinley Children's Initiative Program Director, Catholic Charities of Santa Clara County Long-Time Community Organizer with PACT	Finance Committee	2016
Ryan Ford Partner, Ford Communications, Inc.	Fundraising Committee	2018
Florina Gallegos Retired Business Manager, Sacred Heart Parish Founding Member, PACT San Jose	Finance Committee	2017
Susan Hammer Former Mayor, City of San Jose Former Member, California State Board of Education		2016
Olga Israde Parent of ACE Student, Real Estate Agent	Fundraising Committee	2017

Anil Kumar Managing Partner, Mindspan, LLC	Fundraising Committee	2018
Dr. Mary Lairon Former Assistant/Associate Superintendent, Mountain View-Whisman and Redwood City Elementary School Districts	Academic Performance Committee	2017
Manou Mobedshahi Former CEO, Mobedshahi Hotel Group	Development Committee	2016

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

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

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

- Hire, discipline, evaluate, and determine the compensation of the Executive Director
- Approve all facilities related contractual agreements over $100,000
- Approve and monitor the implementation of general policies of the school, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the school's annual budget and budget revisions

- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the school
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school-related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration
- Approve annual fiscal audit and performance report
- Approve Annual Review and Revisions of the Local Control Accountability Plan (LCAP)
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

The Board of Directors 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 committee, please see **Appendix D-2**.

- **Executive Committee** - The Executive Committee consists of all Board Officers, and meets monthly with the Executive Director. The Executive Committee advises the Executive Director and weighs in on decisions that do not necessitate full board approval.

- **Finance Committee** - The Finance Committee meets monthly and reviews all financial statements as well as reports related to capital projects and fundraising. The Finance Committee ensures that the organization is operating within board-approved budgets and protocols.
- **Academic Performance Committee** - The Academic Performance Committee meets at a minimum quarterly and reviews all pertinent student achievement data. This committee also reviews and assesses the school's academic program, and makes recommendations for on-going development and refinement of the school's curricula and instructional practices.
- **Board Development Committee** - The Board Development Committee is responsible for ongoing review and recommendations to enhance the quality, effectiveness, and future viability of the Board of Directors. The work of the committee revolves around board composition, training, effectiveness, and leadership.

The Charter School has an adopted Conflict of Interest Code, including annual Form 700 filing requirements, which shall be maintained to comply with Government Code Section 1090, the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school-specific conflicts of interest regulations. As needed, the Conflict of Interest Code will be updated with any charter school-specific conflicts of interest laws and regulations. As noted above, the Conflict of Interest Code is included within **Appendix D-1**, Corporate Documents.

ROLE OF CENTRAL OFFICE PERSONNEL IN GOVERNANCE

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

Executive Director

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

- Develop and articulate the overall mission for ACE Charter School, including identifying the target student population
- Design and implement all fundraising initiatives to ensure long-term fiscal health and viability of the Charter School
- Handle all Board-related tasks, including reports on school progress and achievement and financial reports
- Provide a liaison between the Authorizer and the Charter School Board of Directors
- Develop and administer the budget of the Charter School in accordance with generally accepted accounting principles
- Negotiate Memoranda of Understanding and other contracts with charter Authorizer, other community partners

Director of Finance

The Director of Finance is responsible for ensuring that financial policies, processes, structure, knowledge and internal controls exist within the organization to allow ACE to be a sustainable organization that can meet its stated mission of serving low-achieving students and helping them grow such that they can successfully attend and graduate from a four-year college. The Director of Finance 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 Director of Finance also oversees the Human Resources, Information Technology, and Administrative functions within ACE. The key elements of the work of the Director of Finance are to:

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

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

Managing Director of Academic Operations and Vision

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

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

ROLE OF SCHOOL SITE PERSONNEL IN GOVERNANCE

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

Principal

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

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

- Ensuring that all elements of the Charter School are directed at helping the school achieve its mission of supporting traditionally underserved and therefore under-achieving students to develop the belief that that they can compete in college and the skills and knowledge to do so
- Creating a culture of achievement, responsibility, and Ganas for staff, students, and families
- Leading teachers and staff in the development and on-going improvement of a teaching and learning program specifically tailored to the needs of the school's target student
- Supervising, evaluating, and training school staff and teachers based on their ability to help the school succeed in meeting its academic goals and building a cohesive culture
- Guiding the school in its collection, analysis, and programmatic response to student achievement data
- Ensuring that all necessary District, County, State, and Federal reporting is completed in an efficient, accurate fashion
- Recruiting new students and families
- Ensuring a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement

Assistant Principal

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

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

- Assist in maintaining and sustaining a positive college going environment, including campus supervision during class transitions, classroom and school culture observations
- Monitor student academic progress against the UC / CSU Eligibility index and ensure student promotion is aligned with US / CSU G.P.A.
- Oversee Special Education and English Language Learner Programs

Dean of Students

The Dean of Students provides critical support to the Principal in developing a culture of optimism and a safe and positive school climate.

The Dean of Students' duties shall include, but are not limited to, the following:

- Generate spreadsheet to monitor student discipline. Ensure spreadsheet is updated daily and is accurate
- Process all student referrals
- Process all student suspension and expulsion paperwork, ensuring all procedural safeguards are followed as detailed in **Element J** of this charter

Teachers

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

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

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

<u>Lead Teachers</u>

The Lead Teachers will be experienced high-school teachers. One will possess a deep background in literacy development and the other in mathematics. At least one will possess

detailed data analysis skills and both will have the leadership skills to guide the teaching staff in its work of identifying and implementing best practices in the classroom.

College Access Counselor

The College Guidance Counselor is responsible for developing and overseeing the non-instructional areas essential to student success in the high school. In particular, this position develops the notion of college readiness throughout the high school and ensures that every Charter School student applies to and is accepted to at least one four-year college or university. Key areas of responsibility include:

- Monitor student academic progress against UC A-G Eligibility Index and make all promotion or retention decisions
- Identify students struggling academically and spearhead intervention plan to ensure students stay on track for college admissions
- Design four-year college readiness program and ensure program integrates with advisory program and core academic courses
- Monitor students and ensure that every student participates in some form of ACT or SAT prep and that every student registers for and takes the ACT or SAT
- Ensure that every student in every grade level goes on at least one college field trip per year
- Design parent education strand in grades 9-12 to ensure that families are preparing emotionally and fiscally for college
- Meet with students beginning in junior year to identify colleges application plan
- Guarantee that every senior completes and application to at least one UC/CSU, as well as additional colleges or universities that match the interest and academic eligibility of the student
- Collaborate with students, families, the Principal, Executive Director, and any other staff as appropriate to design a financial plan that ensures students have the funding they need to matriculate at the four-year college of their choice

ROLE OF FAMILIES IN GOVERNANCE

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

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

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

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

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

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

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

OVERALL QUALIFICATIONS

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

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

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

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

There are other factors which are critical to professional success at the Charter School, including:

- A commitment to building a culture of optimism, including:
    - Experience working directly with students in an urban school

    - Ability to partner with students and families
    - Commitment to fostering an environment in which all students and families see college and career success as tangible possibilities
    - Involvement in the life of the school
- A commitment to developing college ready confidence, including:
    - Ability to guide students academically and emotionally through a rigorous, college-prep high school curriculum
    - Commitment to creating a school atmosphere where students learn to be active, disciplined learners
    - Openness to critical feedback and the chance to collaborate with ambitious, dedicated colleagues

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

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

JOB QUALIFICATIONS FOR CENTRAL OFFICE PERSONNEL

Executive Director

Primary job qualifications for the Executive Director include:

- Ability to effectively lead an education non-profit
- Experience in non-profit governance, program development, implementation
- Excellent communication, community outreach and coalition-building skills
- Ability to develop, implement long-term strategic plan to manage school growth, maintain fidelity to ACE Charter School mission and vision
- Management skills to ensure on-going financial stability and sustainability for the school
- Fundraising skills to ensure financial viability of the school
- Minimum of conversational Spanish strongly preferred
- Educational background to include at least a BA, and preferably an advanced degree and/or credentials in school or business administration

Managing Director of Academic Operations and Vision

Primary job qualifications for the Managing Director of Academic Operations and Vision include:

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

Director of Finance

Primary job qualifications for the Director of Finance include:

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

JOB QUALIFICATIONS FOR SCHOOL SITE PERSONNEL

Principal

Primary job qualifications for the Principal include:

- Excellent communication and community-building skills
- Extensive knowledge of curriculum development and school design in schools that serve low-achieving students
- A record of classroom success with low-achieving students
- A record of success in developing teachers
- Experience in assessment and achievement data analysis
- Minimum 3 years working in urban public schools
- Minimum of conversational Spanish
- Educational background to include a BA and teaching credential

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

Assistant Principal

Primary job qualifications for the Assistant Principal include:

- Excellent communication and community-building skills
- Knowledge of curriculum development and school design in schools that serve low-achieving students
- A record of classroom success with low-achieving students
- Experience developing teachers
- Experience in assessment and achievement data analysis
- Experience working in urban public schools
- Minimum of conversational Spanish highly preferred
- Educational background to include a BA and teaching credential

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

Dean of Students

Primary job qualifications for the Dean of Students include:

- 3-5 years of experience working with ACE target students

- An entrepreneurial, flexible attitude that celebrates success, responds positively to adversity
- Strong work ethic and personal drive, characterized by a relentless pursuit of schoolwide and individual goals
- Personal presence and leadership necessary to create and sustain optimistic, ambitious, disciplined school culture for staff, students and families
- Powerful communicator, who can effectively reach and connect with all school constituencies, including students, families and teachers
- At minimum, conversational in Spanish. Fluency in written and spoken Spanish preferred.
- Educational background to include a BA

Office Manager

Primary job qualifications for the Office Manager include:

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

Teachers

The Charter School shall comply with all applicable credentialing regulations. Currently, Education Code Section 47605(l), states in pertinent part:

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

Accordingly, teachers of core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Teachers of English Learners will be required to hold a CLAD or BCLAD certification, or an equivalent

recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

The minimum qualifications for teachers of core, college preparatory subjects are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)).

Education Code Section 47605(l) also states,

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

In accordance with Education Code Section 47605(l), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, non-college preparatory courses and activities. Instructional staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the ACE's adopted personnel policies.

Lead Teacher

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

College Guidance Counselor

Primary job qualifications for this position include:

- Bachelor's degree
- Fluent in written and spoken Spanish

- Strong communication skills
- Experience working with students and families
- Experience working in urban, preferably high school, setting

SERVICES PROVIDED VIA CONTRACTORS

The Charter School will receive additional services from employees of organizations with which the Charter School contracts. The Charter school will ensure that the qualifications of employees of contractors are consistent with the expectations for the Charter School's employees.

ELEMENT F - HEALTH AND SAFETY OF PUPILS AND STAFF

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

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

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

The following is a summary of the health and safety policies of the Charter School. In addition, please see **Appendix F-1** for the School Safety Plan.

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of the Charter School shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director or Designee shall monitor compliance with this policy and report to the ACE Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed

employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at the Charter School:

- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the Human Resources Department in a confidential secured file separate from personnel files, as required under the law
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Copy of teaching credential
- Cover Letter
- Resume
- Complete W-4 & DE-4 Income Tax forms
- Proof of Tuberculosis clearance

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All ACE employees, including non-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

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

IMMUNIZATIONS

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

MEDICATION IN SCHOOL

The Charter School shall adhere to Education Code Section 49423 regarding administration of medication in school.

EMERGENCY EPINEPHRINE AUTO-INJECTORS

The Charter School shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school.

VISION, HEARING, AND SCOLIOSIS

Students shall be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

EMERGENCY PREPAREDNESS

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

BLOOD BORNE PATHOGENS

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The ACE Board shall maintain a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG, ALCOHOL, AND SMOKE-FREE ENVIRONMENT

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

FACILITY SAFETY

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

ELEMENT G - RACIAL AND ETHNIC BALANCE

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

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

RECRUITMENT STRATEGY

The Charter School's recruitment process is designed to enroll students who have been traditionally underserved in the education system, and who will be the first generation in their families to attend a four-year university.

The Charter School's primary recruitment focus is on students who are in 8th grade at a middle school which is part of the Charter Schools' network. In addition, the Charter School has strong partnerships with community centers, churches and other organizations who work with local children and families. As a result of these partnerships, the Charter School is able to hold numerous bilingual informational sessions for prospective students, widely distribute bilingual recruitment materials, and work to achieve racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of ESUHSD. The Charter School recognizes that the racial and ethnic balance at the school may vary from the general population of ESUHSD because of its middle schools' focus on a particular low-achieving target student.

The Charter School has a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance

among students that is reflective of the general population residing within the territorial jurisdiction of ESUHSD, including:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the ESUHSD
- Partnerships with community organizations, churches and local elementary schools to ensure that all elements of the ESUHSD community have access to information about the Charter School
- Public informational meetings with translators available for families

PUBLIC OUTREACH CAMPAIGN

The Charter School conducts a series of public outreach events, mailers, and other activities during the school year, with a specific focus on events at middle schools which are part of the ACE Charter Schools network.

All Charter School events and informational materials are bilingual and all recruitment activities stress the school's focus on target students who have been underserved and who have little or no history of college attainment or success in their families.

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

Target

To recruit students who have been underserved and who have little or no history of college attainment or success in their families. The goal is to have a 10% waitlist in each grade.

Public Advertising

2017-2018 Enrollment will be advertised in the following:

- Internally, to the parent community (with incentives for students referred)
- Presentations and meetings within the network, at ACE Charter Middle Schools
- Bulk Mail and Door to Door canvassing of the immediate neighborhood with flyers
- Presentations at Churches, Community Centers, Community events (resource fairs,

festivals, etc.), Food and Clothes giveaways
- ACE website is updated with new Intent to Enroll Form, application process and deadlines.

Communication Methods and Frequency

- Outreach Coordinator and other school staff, will attend recruitment events and distribute fliers starting in October.
- The School Site will hold monthly Info Sessions for interested families.
- School tours will be scheduled on a weekly basis.
- All applicants will receive a message to inform them ACE has received their application.
- A lottery will be held the first Friday of the month in December.
- Families will receive notification electronically, and through mail, about their status and whether they were accepted or not.
- Once families are accepted, a New Student Orientation will be held.
- Accepted families will start being invited to school community events and meetings to start their integration into the school.

Current Student Demographics

Figure G-1 and **Figure G-2** show the number of students by ethnic category for the next four years; in 2020-21 ACE will reach its targeted enrollment. Projections for subsequent years are based on the percentage of students in each ethnic category in 2016-17.

Figure G-1 Future Enrollment

Grade	Current Year Year 0	Renewal Year Year 1	Year 2	Year 3	Year 4	Year 5
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
9th	113	120	120	120	120	120
10th	62	102	108	108	108	108
11th	69	58	95	100	100	100
12th	63	66	55	90	95	95

Total		345	377	418	424	424
Growth	42	38	32	41	6	-

Figure G-2 Future Enrollment by Ethnicity

Ethnic Category	2016-17 %	2017-18	2018-19	2019-20	2020-21
Hispanic	97 %	335	366	406	411
African American	0.75 %	3	3	3	3
Asian	1 %	3	4	4	4
White	0.75 %	3	3	3	3
2+ Categories	0.5 %	1	1	2	2

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

An example of the ACE Recruitment flyer in English and Spanish is provided in **Appendix G-1**.

ELEMENT H - ADMISSION REQUIREMENTS

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

ASSURANCES

ACE Charter High School: East Side Union High School District ("the Charter School) makes the following assurances regarding admissions:

- The Charter School will enroll all pupils who wish to attend to the extent that space allows.
- The Charter School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- The Charter School will comply with all laws establishing minimum and maximum age for public school attendance.
- The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- The Charter School will ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

ADMISSION REQUIREMENTS

The Charter School shall require students who wish to attend the Charter School to complete an application form. Applications are available on-line or in hard copy form in both English and Spanish. The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below (sibling, current ACE student)

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Immunizations

California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school.

School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed.

Exceptions are allowed under the conditions provided in SB 277 (2015).

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a

public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of current Charter School students
2. All students matriculating from ACE Charter School[
3. District resident students[
4. All other students

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will await list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Admissions and Enrollment Timeline

Figure H-1 provides an estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School as necessary. The final schedule and due dates will be communicated to interested parents and students on the Charter School's website. It is anticipated that this timeline will remain the same, but it may change over time. It may be amended without any need to formally materially revise the charter as long as changes are communicated to the Authorizer and are posted on the Charter School's website.

Figure H-1 Proposed Admissions and Enrollment Timeline

Month	Process
November - June	Recruitment events, Bilingual information sessions, meetings with family groups, home visits, school tours
November - January	Open Enrollment Period. Application forms available at school administrative office or online at the Charter School' website.
January	Distribution and completion of Intent to Re-enroll Forms. Determination of current students who are returning (beginning Year Two).
Last Day of January	All application forms due to The Charter School
First week of February	Public random drawing conducted (if necessary)
Second week of February	Admission status notification distributed to applicants via School Mint notification
February - June	Registration Period
March	New Student Welcome Event
March - June	Enrollment seminars and Community Gatherings to engage accepted families
June - August	Family/Student orientations held

The most recent version of the Charter School's Student and Family Handbook is included as **Appendix H-1**, which contains information on the Charter School's draft annual notices and Student and Family Contract.

ELEMENT I - FINANCIAL AUDITS

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

The ACE Board of Directors ("ACE Board") will appoint a Finance Committee, which will select an independent financial auditor and oversee audit requirements.

An annual independent fiscal audit of the books and records of ACE High Charter School: East Side Union High School District ("the Charter School) will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Finance Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Authorizer, the Santa Clara County Superintendent of Schools, the State Controller, and to the California Department of Education (CDE) by the 15th of December of each year. ACE's Executive Director, along with the Finance Committee, will review any audit exceptions or deficiencies and report to the ACE Charter School Board with recommendations on how to resolve them. The ACE Charter School Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizer along with an anticipated timeline for

the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the Authorizer as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process outlined in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record and provided to the public upon request. The most recent audit for ACE Charter Schools can be found in **Appendix I-1**. Money is allocated in the annual and five-year budget to cover the cost of audits.

ACE's current auditor is:

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

ELEMENT J - PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. California Education Code Section 47605(b)(5)(J).

APPROACH TO DISCIPLINE

ACE Charter High School: East Side Union High School District ("the Charter School") is committed to developing healthy behaviors in all of its students. As such, the Charter School utilizes a proactive and restorative approach to discipline, supporting students in examining the impact of their actions on self and others and repairing harm when done. Through this approach, the Charter School supports students in developing ownership of their actions while also leveraging supports for the student from a wide range of constituencies. The ultimate goal is to reduce the need for suspension and expulsion as a disciplinary action. The Charter School recognizes that at times infractions may still result in suspension or expulsion, and has developed the suspension and expulsions procedures detailed below to govern those instances. These procedures are in alignment with Education Code and in no way should be construed as a "Zero Tolerance" policy on the part of the Charter School.

For more information on the proactive work the Charter School engages in to promote positive student behavior, including the core work of fostering a Culture of Optimism through a development of a Celebratory School Culture including a Student Engagement System, Individual Positive Incentives, and Celebrations of Incremental Growth and Improvement, please see "How Learning Best Occurs" in **Element A** of this charter.

SUSPENSION AND EXPULSION PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the 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.

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 any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force of violence upon the person of another, except self-defense.
c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property.
g. Stole or attempted to steal school property or private property.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
r. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to

create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii) Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i) A message, text, sound, or image.
        ii) A post on a social network Internet Web site including, but not limited to:

a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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.
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

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 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. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal, Executive Director, or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal, Executive Director, or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal, Executive Director, or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the 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 Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person

conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

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

I. Written Notice to Expel

The Principal, Executive Director, or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, Executive Director, or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

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 the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

The Principal, Executive Director, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K - EMPLOYEE RETIREMENT SYSTEM

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

ACE Charter High School: East Side Union High School District ("the Charter School") utilizes a mix of benefits and compensation, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff. Staff will be employed on an "at will" contract. All employees and applicants are notified of their benefits options via the Employee Handbook.

RETIREMENT

Certificated teachers at the Charter School currently participate in STRS. In the future, the Charter School may offer employees a 401(k) or 403(b) retirement program or similar retirement program, upon approval of the Board of Directors. All other employees participate in the federal social security system and/or a 401(k) defined contribution plan and employee payroll deferral plan as applicable to their position. The Executive Director is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees at the Charter School.

HEALTH

The Charter School employees also have the option of participating in the school's medical, dental, and vision insurance plan.

SALARY

All Charter School employees will receive salary and benefits, which are competitive to the salary and benefits of equivalent employees of similar districts and determined by the ACE Board of Directors.

The most recent copy of the Employee Handbook is included as **Appendix K-1**, to provide additional information on Employee Systems and Benefits.

ELEMENT L - ATTENDANCE ALTERNATIVES

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

No student may be required to attend ACE Charter High School: East Side Union High School District ("the Charter School"). Students who opt not to attend the Charter School may attend other public schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in the Charter School shall be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT M - EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in The Charter School, and of any rights of return to the school district after employment at The Charter School. California Education Code Section 47605(b)(5)(M).

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

All staff at the Charter School shall be considered employees of the Charter School and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Additional information on employee rights regarding salary, terms of employment, and benefits can be found in **Element E** (Employee Qualifications) and **Element K** (Employee Retirement Systems).

ELEMENT N - DISPUTE RESOLUTION PROCESS

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

INTENT

The intent of the ACE Charter High School: East Side Union High School District ('the Charter School") Dispute Resolution Process is to:

- Resolve disputes within the Charter School pursuant to the Charter School's policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.

Should any section of this element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the Charter School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

DISPUTES BETWEEN THE AUTHORIZER AND THE CHARTER SCHOOL

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

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that

could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

INTERNAL DISPUTES

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter School Board members, shall be resolved pursuant to policies and processes developed by the Charter School, including, but not limited to, the adopted Uniform Complaint Procedures of the Charter School, found in **Appendix N-1**.

The Charter School will not, at any time, refer complaints to the District. The District shall not intervene in any such internal disputes without the consent of the Charter School's Board of Directors and shall refer any complaints or reports regarding such disputes to the Board of

Directors or the Charter School's Principal for resolution pursuant to the school's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors has requested the District to intervene in the dispute.

Uniform Complaint Procedures

The Charter School utilizes the ACE Charter School network's Uniform Complaint Procedures ("UCP"), found in **Appendix N-1**. The UCP includes clear information and procedures as required by law. The UCP is clearly articulated in the school's student and family handbook and distributed widely.

ELEMENT O - SCHOOL CLOSURE PROCEDURES

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

Closure of ACE Charter High School: East Side Union High School District ("the Charter School") will be documented by official action of the ACE Charter Schools Board of Directors ("Board"). The official action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

NOTIFICATION AND TIMELINE

The Charter School will promptly notify parents and students of the Charter School, the District, Santa Clara County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education (CDE) of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

MANAGEMENT OF STUDENT RECORDS

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

FINANCIAL RECORDS, FINAL REPORTS AND DISTRIBUTION OF ASSETS

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the

Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation which require assets remaining after payment of all debts and liabilities shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund, as allocated in the Budget in **Appendix Misc-1**, 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 school are to be provided." California Education Code Section 47605(g).

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

POTENTIAL CIVIL LIABILITY EFFECTS

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

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLAN

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

Attached, as Appendix Misc-1, please find the following documents:

- Five-year Budget and Cash Flow
- Annotated Budget Assumptions

These documents are based upon the best data available to the Charter School at this time

The Charter School shall provide reports to the Authorizer as follows, and shall provide additional fiscal reports as requested by the Authorizer:

1. By July 1, a preliminary budget for the current fiscal year..
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's

annual, independent financial audit report for the preceding fiscal year shall be delivered to the Authorizer, State Controller, State Department of Education and County Superintendent of Schools.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will provide reporting to the Authorizer as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Authorizer and the Charter School's insurer. The Authorizer shall be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the Authorizer.

Toward this end, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than $1,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than $1,000,000.00 per person, per occurrence and property damage liability limits of not less than $500,000.00, per occurrence.

3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

FACILITIES

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

The Charter School will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities. The Charter School shall seek Proposition 39 ("Prop. 39") facilities from the District and is open to negotiations with the District for other facilities arrangements, which has already secured for 2017 through 2021 through a Proposition 39 Facilities Use agreement, attached as **Appendix Misc-2**. The Charter School is currently co-located on the campus of Independence High School, at 1776 Educational Park Drive, San Jose, CA 95133. The Charter School anticipates requiring facilities to hold between 400 and 600 students when fully enrolled.

Facilities costs have been modeled to increase substantially over 2016-17 levels (this is on the assumption that the new space being constructed will cost more than the current Prop 39 lease rates being paid in 2016-17). In 2017-18, ACE will be occupying 2 buildings (Buildings G & H) on the Independence High School campus. There is a joint facilities improvement project with the East Side Union High School District ("ESUHSD") to renovate and augment those 2 buildings. The cost for the project is roughly ~$5M with ACE picking up $1.39M of the costs and ESUHSD $3.7M of the costs. ACE is funding its $1.39M of project costs through a Program Related Investment Loan (PRI) from one of ACE's donors. The loan carries a 2% interest rate and is payable over a 10-year period with monthly Principal & Interest payments. These payments have been modeled to arrive at the financial projections (Income Statement, Balance Sheet & Cash Flow Statement). ACE is contracting with an external vendor to provide janitorial services at the campus.

The Charter School will execute its right to request facilities under Proposition 39, but is willing to negotiate alternate facility agreements with the District.

TRANSPORTATION

The Charter School will make arrangements for transportation of students, as required by law, including but not limited to students with disabilities in accordance with a student's IEP, which shall be handled solely by the Charter School in accordance with SELPA policy and the IDEIA as the Charter School operates as its own LEA and a member of a SELPA for purposes of special education.

CHARTER OVERSIGHT

The MOU between the District and Charter School shall describe: 1) the District's oversight of the Charter School in accordance with Education Code Section 47604.32 in exchange for oversight fees in accordance with Education Code Section 47613; 2) the content, processes, timelines and evaluation criteria for annual review and site visits; and 3) the regular, ongoing fiscal and programmatic performance monitoring and reporting.

AUDIT AND INSPECTION OF RECORDS

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

CHARTER RENEWAL

The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605 and 47607, and their implementing regulations.

CONCLUSION

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

answer any concerns concerning this renewal petition. The term of the charter renewal shall be July 1, 2017 through June 30, 2022.

Cycle One - October 14 - January 7

Oct. 14 - 22 Onboarding and Preparing	Oct. 25 - Dec. 17 (30 Days) Supporting	Jan. 6 - 7 Reflecting
Student Success Team (SST) = Grade Level Staff + Admin + Learning Specialist + Support Staff + Other Stakeholders (if appropriate) - Learn about process for identifying students and resources for supporting/tracking/communicating outcomes for students - Review data to identify ~ 15% of grade level students in need of a support plan - Collaboratively create support plans and assign a College Seminar Advisor to Case Manage **Case Managers** - Finalize support plans 1:1 w/students - Ensure all support resources and personnel needed to implement plans with fidelity are in place - Communicate with Guardians via letter (an in person meeting might be part of the support plan, but is not required) - Begin to implement/monitor supports - Solicit feedback/support as needed	**SST:** - Implement supports and track effectiveness - Grade level teams meet biweekly to discuss student progress towards plan goals - Case Managers communicate weekly with students on progress relative to plan goals - Case Managers communicate with other stakeholders as needed	**SST:** - Review data outcomes from support plans - Decide whether to escalate or deescalate - Communicate with Guardians and any other stakeholders about next steps

Cycle Two - January 6 - March 25

January 6 - 14 Onboarding Continued and Preparing	Jan 18 - March 23 (45 Days) Supporting	March 24 - 25 Reflecting
Student Success Team (SST) = Grade Level Staff + Admin + Learning Specialist + Support Staff + Other Stakeholders (if appropriate) - Review outcomes/data from Cycle One and learn how to escalate/de-escalate support - Using data, identify any new students who need support, create SST 1 plans and assign a Case Manager (same process as Cycle One) - Using data, revamp any continuing support plans from Cycle One (SST 2) - Using data, exit/celebrate any students who have demonstrated desired outcomes **Case Managers** - Finalize support plans 1:1 w/students - Ensure all support resources and personnel needed to implement plans with fidelity are in place - Communicate with Guardians of students enrolled/exiting/new to MTSS	**SST:** - Implement supports and track effectiveness - Grade Level teams meet biweekly to discuss progress towards plan goals - Case Managers communicate weekly with student on progress relative to intervention Plan - Case Managers communicate with other stakeholders as needed	**SST:** - Review data and outcomes from support plans - Decide whether to escalate or deescalate - Communicate with Guardians other stakeholders about next steps

- Begin to implement/monitor supports - Solicit feedback/support as needed		

Cycle Three - March 24 - June 10

March 24 - 31 Onboarding Continues and Preparing	April 4 - June 9 (58 Days)- Supporting	June 10 Reflecting
Student Success Team (SST) = Grade Level Staff + Admin + Learning Specialist + Support Staff + Other Stakeholders (if appropriate) - Review outcomes/data from Cycle Two and review how to escalate/de-escalate support - Using data, identify any new students who need support, create SST 1 plans and assign a Case Manager (same process as Cycle One and Two) - Using data, revamp any continuing support plans from Cycle One/Two (SST 3 or SST 2) - Using data, exit/celebrate any students who have demonstrated desired outcomes **Case Managers** - Finalize support plans 1:1 w/students - Ensure all support resources and personnel needed to implement plans with fidelity are in place - Communicate with Guardians of students enrolled/exiting/new to MTSS - Begin to implement/monitor supports - Solicit feedback/support as needed	**SST:** - Implement supports and track effectiveness - Grade Level teams meet biweekly to discuss progress towards plan goals - Case Managers communicate weekly with student on progress relative to intervention Plan - Case Managers communicate with other stakeholders as needed	**SST:** - Review data and outcomes from support plans - Decide whether to escalate or deescalate - Communicate with Guardians other stakeholders about next steps

Summative ELPAC

Detailed Test Results for: State of California

CDS Code: 00-00000-0000000

Report Options

Year: 2020–21

Student Group: All Students (Default)

School Type: All Schools

Selections Applied

PLEASE NOTE: English learners from Kindergarten to Grade 12 can be compared by mean scale scores and percentages at each performance level within grade levels, and adjacent grade spans. Note that schools made up of different grade levels should be compared with caution. **Scores for 2018–19 should not be compared to scores from previous years as the thresholds have changed and the scores are not comparable.**

Please visit the Understanding Results page for a description of the performance levels displayed below.

2020–21 Detailed Test Results for All Students

Select Display Type: Percentage of Students

▼ **Data Detail - All Students (accessible data)**

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled	129,658	115,808	113,211	114,864	101,312	86,772	81,899	74,001	65,610	64,985	58,567	48,423	44,407	1,099,517
# of Students Tested	118,700	106,970	105,384	110,998	97,845	83,936	78,342	69,553	61,741	54,913	47,950	39,051	30,650	1,006,033
# of Students Tested with Scores	118,161	106,511	104,808	109,093	96,259	82,597	76,560	67,704	59,785	51,823	45,052	36,434	28,235	983,022
Mean Scale Score - Overall	1412.6	1436.0	1468.2	1480.3	1496.2	1509.8	1514.5	1525.9	1534.3	1532.7	1537.9	1532.8	1517.5	N/A
Mean Scale Score - Oral Language	1424.8	1451.8	1472.2	1482.3	1498.1	1510.1	1516.2	1528.7	1537.6	1527.1	1532.4	1524.7	1511.2	N/A
Mean Scale Score - Written Language	1384.0	1419.7	1463.8	1477.7	1493.8	1509.1	1512.2	1522.7	1530.5	1537.8	1542.9	1540.4	1523.3	N/A

Percentage of Students at Each Performance Level

Overall Performance

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	13.44%	9.81%	11.96%	11.39%	13.28%	15.87%	16.52%	19.65%	19.36%	12.42%	15.97%	13.36%	14.82%	13.98%
Level 3 Percentage of students by grade for level	30.15%	29.09%	40.33%	32.63%	37.51%	34.88%	35.27%	33.92%	34.85%	33.43%	33.29%	28.57%	28.33%	33.66%
Level 2 Percentage of students by grade for level	35.50%	33.12%	31.28%	37.74%	32.92%	33.76%	30.79%	29.27%	27.97%	32.02%	28.38%	32.42%	28.74%	32.57%
Level 1 Percentage of students by grade for level	20.91%	27.98%	16.44%	18.24%	16.30%	15.49%	17.43%	17.16%	17.82%	22.13%	22.35%	25.65%	28.11%	19.79%

Oral Language Performance

Oral Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	16.15%	24.87%	24.53%	26.80%	33.31%	36.81%	30.62%	32.37%	31.38%	26.27%	30.11%	26.52%	28.00%	27.65%
Level 3 Percentage of students by grade for level	37.79%	30.31%	36.91%	42.21%	38.91%	41.92%	41.20%	37.99%	38.62%	34.44%	32.14%	35.58%	33.60%	37.52%
Level 2 Percentage of students by grade for level	26.85%	28.80%	27.94%	16.88%	16.75%	9.98%	15.56%	17.38%	16.79%	21.63%	19.00%	16.70%	14.30%	20.15%
Level 1 Percentage of students by grade for level	19.21%	16.02%	10.63%	14.12%	11.03%	11.29%	12.62%	12.26%	13.21%	17.67%	18.74%	21.20%	24.10%	14.67%

Written Language Performance

Written Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	11.35%	5.44%	8.31%	4.92%	5.56%	7.91%	6.15%	7.59%	8.27%	6.33%	8.73%	5.37%	6.00%	7.21%
Level 3 Percentage of students by grade for level	15.14%	24.50%	34.76%	18.56%	20.50%	14.42%	18.89%	22.65%	24.60%	20.53%	22.69%	16.01%	16.44%	21.18%
Level 2 Percentage of students by grade for level	44.99%	25.95%	28.46%	45.02%	39.22%	47.41%	40.18%	37.98%	35.90%	38.43%	35.54%	39.64%	37.53%	38.21%
Level 1 Percentage of students by grade for level	28.51%	44.10%	28.47%	31.50%	34.72%	30.27%	34.77%	31.78%	31.23%	34.71%	33.04%	38.97%	40.03%	33.41%

Percentage of Students by Domain

Listening

Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	18.22%	34.35%	23.26%	25.33%	35.48%	22.35%	18.16%	14.25%	17.77%	8.03%	9.76%	3.83%	3.88%	21.17%
Somewhat/Moderately Percentage of students by grade for level	66.08%	53.38%	64.68%	56.97%	52.08%	63.94%	61.32%	63.43%	62.27%	64.76%	62.89%	62.03%	60.16%	60.67%
Beginning to Develop Percentage of students by grade for level	15.70%	12.28%	12.05%	17.70%	12.44%	13.71%	20.53%	22.32%	19.96%	27.20%	27.35%	34.14%	35.96%	18.16%

Speaking

Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	17.47%	17.91%	27.79%	40.56%	43.33%	60.15%	56.11%	62.13%	57.59%	58.23%	60.29%	58.84%	58.01%	42.43%
Somewhat/Moderately Percentage of students by grade for level	55.99%	61.42%	59.70%	44.67%	44.27%	27.67%	32.27%	27.10%	30.17%	24.45%	21.42%	22.14%	19.66%	41.44%
Beginning to Develop Percentage of students by grade for level	26.54%	20.67%	12.51%	14.77%	12.40%	12.18%	11.62%	10.77%	12.24%	17.32%	18.29%	19.03%	22.33%	16.13%

Reading

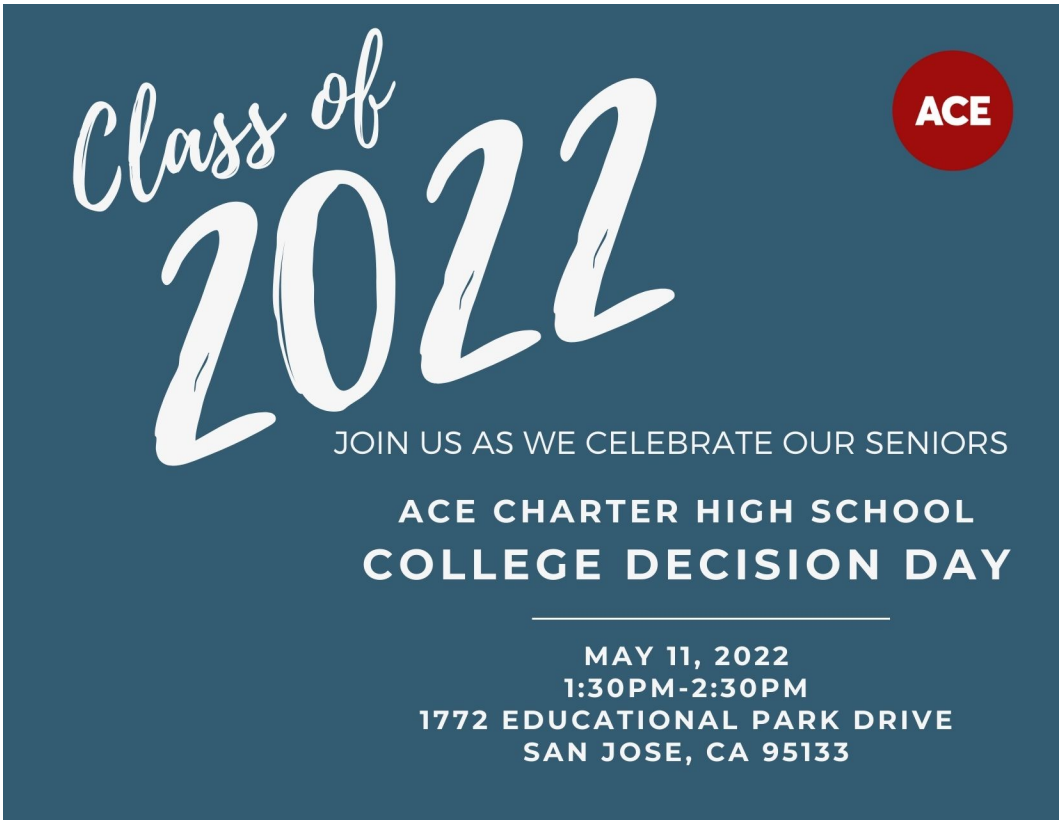
Reading

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	6.99%	14.76%	17.01%	5.61%	6.52%	11.34%	8.85%	14.02%	19.19%	11.88%	15.64%	7.95%	8.93%	11.18%
Somewhat/Moderately Percentage of students by grade for level	67.73%	38.40%	54.28%	48.01%	52.45%	52.81%	30.24%	33.87%	28.90%	44.55%	43.98%	43.64%	42.52%	46.64%
Beginning to Develop Percentage of students by grade for level	25.28%	46.85%	28.72%	46.38%	41.03%	35.85%	60.91%	52.11%	51.91%	43.56%	40.39%	48.41%	48.55%	42.18%

Writing

Writing

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	24.82%	5.68%	12.21%	10.38%	6.66%	6.13%	11.71%	7.74%	3.09%	1.88%	2.37%	12.54%	12.42%	9.88%
Somewhat/Moderately Percentage of students by grade for level	37.27%	53.82%	56.25%	65.12%	68.11%	71.78%	75.53%	75.33%	81.41%	75.09%	74.90%	63.73%	61.15%	63.77%
Beginning to Develop Percentage of students by grade for level	37.91%	40.51%	31.54%	24.49%	25.24%	22.09%	12.77%	16.94%	15.49%	23.03%	22.73%	23.73%	26.42%	26.34%


Class of
2022
ACE
JOIN US AS WE CELEBRATE OUR SENIORS
ACE CHARTER HIGH SCHOOL
COLLEGE DECISION DAY
MAY 11, 2022
1:30PM-2:30PM
1772 EDUCATIONAL PARK DRIVE
SAN JOSE, CA 95133

ACE Charter High School's Inclusion of the CSI Plan in the 2021-2024 LCAP and Annual Update

On June 16, 2021, ACE's Board of Directors reviewed and approved ACE Charter High Schools 2021-2021 LCAP and 2020-2021 Annual update. Upon further review the Comprehensive Support and Improvement (CSI) prompts were excluded. ACE Charter High School meets the criteria for Comprehensive Support and Improvement (CSI) and is required to submit the report along with the LCAP. The Board is asked to review the updated LCAP packet with the CSI included during a board meeting.

Comprehensive Support and Improvement (CSI) Summary

Schools eligible for the Comprehensive Support and Improvement (CSI) must partner with stakeholders to locally develop and implement a plan to improve student outcomes. At ACE this requirement is met through the LCAP Stakeholder Engagement process.

The Local Control and Accountability Plan (LCAP) plays a key role in assisting the State Board of Education in meeting its statutory obligation to approve Comprehensive Support and Improvement (CSI) plans. Three CSI Prompts were added to the Plan Summary of the LCAP to serve as the mechanism by which the State Board of Education approves Comprehensive Support and Improvement (CSI) plans.

Comprehensive Support and Improvement (CSI) Eligibility Criteria

California will use the California School Dashboard (Dashboard) to determine school eligibility for CSI. School eligibility is based on the meeting at least one of the two categories of schools:

1. High schools with a graduation rate less than 67 percent **averaged over two years**
    a. **All** high schools, including Title I, non-Title I, traditional, and Dashboard Alternative School Status are eligible.
2. Not less than the lowest-performing five percent of Title I schools
    a. Schools with all red indicators
    b. Schools with all red but one indicator of another color
    c. Schools with five or more indicators where the majority are red
    d. Schools with all red and orange indicators

Reviewing ACE Charter High Schools Eligibility
ACE Charter High Schools is eligible for CSI funds based on the second criteria of being a school with all red or orange indicators on the California Dashboard.

Comprehensive Support and Improvement (CSI) Requirements

Schools that meet the criteria for Comprehensive Support and Improvement (CSI) must:

- Complete the three Comprehensive Support and Improvement (CSI) Prompts that are added to the summary of the LCAP
- Locally develop and implement a plan fo the school to improve student outcomes
    - Be informed by all State indicators, including student performance against State Determined long-term goals
    - Be based on School level needs assessment
    - Include evidence-based interventions; and
    - Identify resource inequities which may include a review of LEA and school level budgets and address those inequities through implementation of the plan.

ACE HS Comprehensive Support and Improvement (CSI) Funds

Only ACE Charter High School has Comprehensive Support and Improvement funds for 2020-21, which covers the 2021-22 school year (and to be spent by Sep 30, 2022). The amount of funding that has been awarded is **$177,547.** Below are the list of supports that are being supplemented at ACE Charter High School with the CSI funds:

1. UnboundEd, which supports standards-based instruction through the education of thousands of teachers and leaders through its five-day professional learning experience, Standards Institute
2. AVID, a comprehensive set of best practices that results in first-generation, low-income AVID alumni who go to college graduating at four times the rate of their peers
3. RELAY, a leadership program designed to increase alignment and build capacity of a principal's instructional leadership team
4. Achievement Network and Core Collaborative which provide the data set necessary to promote both growth and achievement.

Link to Documents for Approval

- ACE Charter High School's 2021-2024 LCAP and 2020-2021 Annual Update (with Budget for Parents, CSI prompts and Expenditures)
    - Comprehensive Support and Improvement (CSI) Summary, pages 52 - 55

Month	Date	Owner	Event	Frequency	Category	Location	Did event occur?	Agenda	Sign In	Video
August	2-5		Summer Bridge 9th- 12th	Yearly	ALL	ACE HIgh School	YES			
August	18-19		Sped Back to School Night	Yearly	ALL	ACE HIgh School	YES			
August	25		Community Wednesday	Monthly	School Pride	ACE HIgh School	YES			
August	25	Martha	PLT	Monthly	Parent Engagement	Off Campus	YES	Agenda w/in PPT	HS Sign in Sheet	
September	8		Community Clubs	Weekly	Student Engagemen	ACE HIgh School	YES			
September	13 - 17		Homecoming Sprit Week	Other	School Pride	ACE HIgh School	YES			
September	15		Community Clubs	Weekly	Student Engagemen	ACE HIgh School	YES			
September	22		Community Clubs	Weekly	Student Engagemen	ACE HIgh School	YES			
September	**9/27/2021**	**CE Team**	**Computer Literacy WS #1**	**Quarterly**	**Parent Engagement**	**Empower**				
September	29		Community Wendesday (Hispanic Heritage Month)	Monthly	School Pride	ACE HIgh School	YES			
September	29	Martha	PLT - ESSER Plan	Monthly	Parent Engagement	ACE HIgh School	YES	Agenda	Sign in sheet	
September	30		**Cafecito**	Monthly	Parent Engagement	ACE HIgh School	YES			
October	**10/4/2021**	**CE Team**	**Computer Literacy WS #2**	**Quarterly**	**Parent Engagement**	**Empower**				
October	6		Mobile Vaccination Cinic	Other	ALL	ACE HIgh School	YES			
October	6		Community Clubs	Weekly	Student Engagemen	ACE HIgh School	YES			
October	8		Homecoming Dance	Yearly	Student Engagemen	ACE HIgh School	YES			
October	13		Community Clubs	Weekly	Student Engagemen	ACE HIgh School	YES			
October	13		Back to School Night	Yearly	ALL	ACE HIgh School	YES			
October	20		Community Clubs	Weekly	Student Engagemen	ACE HIgh School	YES			
October	21		**Cafecito**	Monthly	Parent Engagement	ACE HIgh School	YES			
October	25- 29		SLC	Yearly	ALL	ACE HIgh School	YES			
October	25 - 29		Sprit Week	Other	Student Engagemen	ACE HIgh School	YES			
October	10/27/21	Martha	PLT	Monthly	Parent Engagement	ACE HIgh School	YES	Agenda	Attendance	
October	28th		Fall Festival	Yearly	ALL	ACE HIgh School	YES			
October	28th		Mobile Vaccination Cinic	Other	ALL	ACE HIgh School	YES			
November	3		Communty Clubs	Weekly	Student Engagemen	ACE HIgh School	YES			
November	4		Cafectio - Covid	Monthly	Parent Engagement	ACE HIgh School	YES			
November	10		Community Clubs	Weekly	Student Engagemen	ACE HIgh School	YES			
November	17		Community Wednesday	Monthly	School Pride	ACE HIgh School	YES			
November	18		**Cafecito- LCAP #1**	Monthly	Parent Engagement	ACE HIgh School	YES			
December	1		Community Clubs	Weekly	Student Engagemen	ACE HIgh School	YES			
December	8		Community Clubs	Weekly	Student Engagemen	ACE HIgh School	YES			
December	13- 17		Sprit Week	Other	Student Engagemen	ACE HIgh School	YES			
December	15		Community Wednesday	Monthly	School Pride	ACE HIgh School	YES			
December	13		**Cafecito**	Monthly	Parent Engagement	ACE HIgh School	NO			
December	12/8/21	Martha	PLT-Focus Group New CEO Needs	Monthly	Parent Engagement	Off Campus	YES	slide 100	Attendance	
January	12		Community	Weekly	Student Engagemen	ACE HIgh School	YES			
January	19		Community	Weekly	Student Engagemen	ACE HIgh School	YES			
January	20		**Cafecito**	Monthly	Parent Engagement	ACE HIgh School	NO			
January	26		Community Wednesday	Monthly	School Pride	ACE HIgh School	YES			
January	1/26/22	Martha	PLT	Monthly	Parent Engagement	ACE HIgh School	NO			
February	2		Community	Weekly	Student Engagemen	ACE HIgh School	YES			
February	9		Community	Weekly	Student Engagemen	ACE HIgh School	YES			
February	7-11		Spirit Week	Other	Student Engagemen	ACE HIgh School	YES			
February	16		Community	Weekly	Student Engagemen	ACE HIgh School	YES			
February	15		**Cafecito**	Monthly	Parent Engagement	ACE HIgh School	YES			

Month	Date	Owner	Event	Frequency	Category	Location	Did event occur?	Agenda	Sign In	Video
February	22		Senior Information Night	Other	ALL	ACE HIgh School	YES			
February	23		Community Wednesday (Black History Month)	Monthly	Student Engagemen	ACE HIgh School	YES			
February	2/23/22	Martha	PLT	Monthly	Parent Engagement	ACE HIgh School				
March	2		Community Clubs	Weekly	Student Engagement	ACE HIgh School				
March	9		Community Clubs	Weekly	Student Engagement	ACE HIgh School				
March	**TBD**	**Moreno/Jennifer**	**Banfield Panel**	**Yearly**	**College Going**	**ACE HIgh School**				
March	16		Community Clubs	Weekly	Student Engagement	ACE HIgh School				
March	17		**Cafecito - LCAP #2**	Monthly	Parent Engagement	ACE HIgh School				
March	23		Community Clubs	Weekly	Student Engagemen					
March	30		Community Wednesday (Womens History Month)	Monthly	School Pride	ACE HIgh School				
March	3/30/22	Martha	PLT	Monthly	Parent Engagement	ACE HIgh School	YES			
April	6		Community Clubs	Weekly	Student Engagement	ACE HIgh School				
April	8		Career Day	Yearly	ALL	ACE HIgh School				
April	**4/18/2022**	**Moreno**	**Retention Calls Begin**	**Other**	**ALL**	**Empower**				
April	20		Community Clubs	Weekly	Student Engagement	ACE HIgh School				
April	21		**Cafecito**	Monthly	Parent Engagement	ACE HIgh School				
April	27		Community Wednesday	Monthly	School Pride	ACE HIgh School				
April	4/27/22	Martha	PLT	Monthly	Parent Engagement	ACE HIgh School				
April	4/29/22		Prom	Yearly	ALL	ALL				
May	**5/5/2022**	**LCAP Team**	**Cafectio - LCAP #2**	**Quarterly**	**Parent Engagement**	**ALL**				
May	**5/6/2022**	**Moreno**	**Retention Calls End**	**Other**	**ALL**	**Empower**				
May	11	Berenice	College Day	Yearly	College Going	ACE HIgh School				
May	12	Martha	PLT	Monthly	Parent Engagement	Off Campus				
May	19		**Cafecito - LCAP #3**	Quarterly	Parent Engagement	ACE HIgh School				
May	5/21/22	Martha	PLT	Monthly	Parent Engagement	ACE HIgh School				
May	**TBD**	**CE Team**	**Career/College Fair**	**Yearly**	**College Going**	**ACE HIgh School**				
May	25		Community Wednesday	Monthly	Student Engagemen	ACE HIgh School				
June	2	Marha	PLT	Monthly	Parent Engagement	Off Campus				
June	3		**Graduation**	Yearly	ALL	ACE HIgh School				
June	4		**Senior Gradnite**	Yearly	ALL	ACE HIgh School				
June	6/29/22	Martha	PLT? Depending on PLs	Monthly	Parent Engagement	ACE HIgh School				
June	30	Martha/Denisse	Parent luncheon	Yearly	Parent Engagement	Off Campus	YES			
July	28	Martha	PLT? Depending on PLs	Monthly	Parent Engagement	ACE HIgh School				

SCHOOL PERFORMANCE OVERVIEW

ACE Charter High

Explore the performance of ACE Charter High under California's Accountability System.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. More information regarding 2020 accountability is available on the 2020 COVID-19 Accountability FAQs web page.

School Details

NAME
ACE Charter High

ADDRESS
1776 Educational Park Drive
San Jose, CA 95133-1703

WEBSITE
http://www.acecharter.org

GRADES SERVED
9-12

CHARTER
Yes

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

ACE CHARTER HIGH

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
404	91.1%	52%	0%

Summative ELPAC

Detailed Test Results for:
District: East Side Union High

CDS Code: 43-69427-0000000 | County: Santa Clara

Report Options

Year: 2020–21

Student Group: All Students (Default)

School Type: All Schools

Selections Applied

PLEASE NOTE: English learners from Kindergarten to Grade 12 can be compared by mean scale scores and percentages at each performance level within grade levels, and adjacent grade spans. Note that schools made up of different grade levels should be compared with caution. **Scores for 2018–19 should not be compared to scores from previous years as the thresholds have changed and the scores are not comparable.**

Please visit the Understanding Results page for a description of the performance levels displayed below.

2020–21 Detailed Test Results for All Students

Select Display Type: Percentage of Students

▼ **Data Detail - All Students (accessible data)**

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,056	941	812	936	3,745
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	605	531	460	483	2,079
# of Students Tested with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	486	402	362	366	1,616
Mean Scale Score - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1545.0	1543.6	1526.0	1498.1	N/A
Mean Scale Score - Oral Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1534.3	1534.6	1510.1	1485.7	N/A
Mean Scale Score - Written Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1555.1	1552.1	1541.5	1510.1	N/A

Percentage of Students at Each Performance Level

Overall Performance

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22.63%	24.63%	19.06%	14.21%	20.42%
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33.33%	30.10%	25.14%	25.96%	29.02%
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22.22%	23.38%	26.24%	23.22%	23.64%
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21.81%	21.89%	29.56%	36.61%	26.92%

Oral Language Performance

Oral Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	34.57%	34.08%	28.18%	21.86%	30.14%
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28.40%	27.11%	28.73%	31.15%	28.77%
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15.64%	17.91%	14.36%	10.66%	14.79%
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21.40%	20.90%	28.73%	36.34%	26.30%

Written Language Performance

Written Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16.26%	17.16%	9.94%	7.10%	13.00%
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.51%	28.11%	18.51%	17.21%	22.71%
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31.48%	26.37%	36.46%	35.52%	32.24%
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26.75%	28.36%	35.08%	40.16%	32.05%

Percentage of Students by Domain

Listening

Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.16%	14.50%	4.24%	3.33%	9.25%
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.33%	63.10%	60.17%	53.89%	60.71%
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22.51%	22.39%	35.59%	42.78%	30.04%

Speaking

Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.39%	54.37%	53.97%	47.10%	54.01%
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.46%	22.40%	18.41%	17.41%	19.87%
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21.15%	23.22%	27.62%	35.49%	26.12%

Reading

Reading

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23.16%	26.52%	12.29%	10.19%	18.59%
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46.11%	41.16%	42.74%	39.94%	42.71%
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	30.74%	32.32%	44.97%	49.86%	38.69%

Writing

Writing

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.71%	5.68%	17.19%	13.45%	9.74%
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.09%	72.61%	61.03%	57.98%	68.01%
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18.20%	21.71%	21.78%	28.57%	22.24%

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Resumen de Metas y Acciones de LCAP
Overview of LCAP Goals & Actions

ACE Charter Schools

Objetivos

1. Repasar lo que es el LCAP y lo que requiere
2. Revisar las metas, acciones y medidas en alineación con nuestro plan estratégico

Objectives

1. Review what the LCAP is and what it requires
2. Review goals, actions, and measures in alignment with our strategic plan

¿Qué es la LCAP?

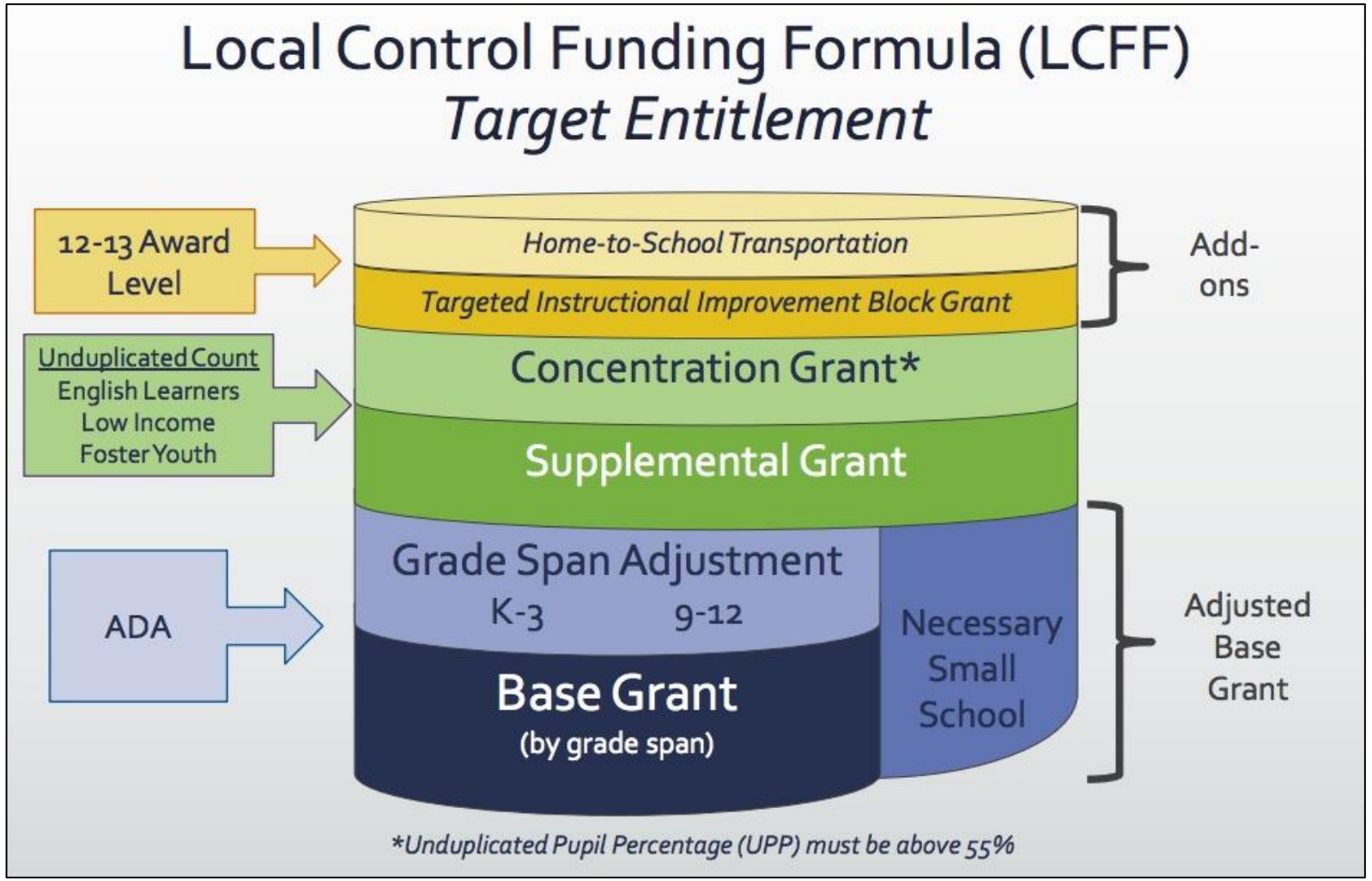
- El Plan de Contabilidad de Control Local (LCAP) es un plan de estrategia con un presupuesto
- Escuelas tienen flexibilidad en determinar cómo servir mejor a estudiantes aprendices de Inglés, jóvenes con guardianes temporales y las jóvenes/niños que viven en la pobreza.
- Escuelas reciben fondos adicionales para apoyar estos objetivos y acciones

What is the LCAP?

- The Local Control and Accountability Plan (LCAP) is a strategic plan that is required for all schools in California.
- Schools have flexibility in determining how best to serve their language learners, foster youth, and children living in poverty.
- Schools receive extra funding to support these goals and actions

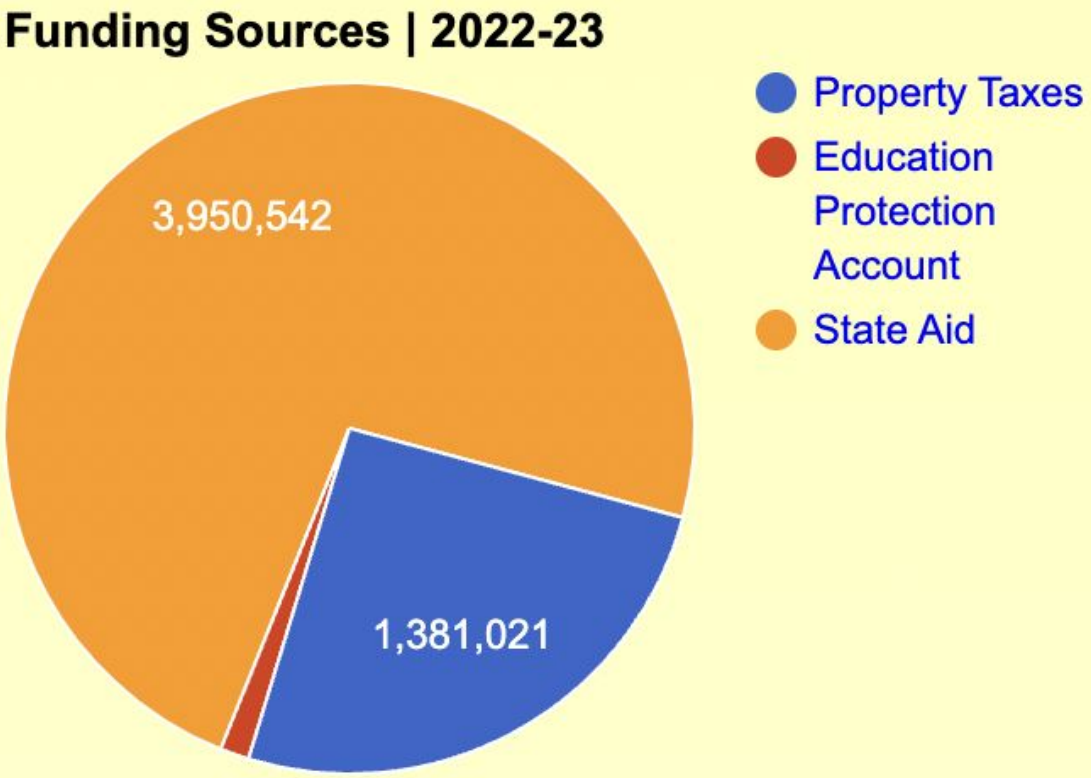
La Fórmula de Control Local de Fondos (LCFF)

Local Control Funding Formula (LCFF)



LCFF Fondos Actuales

LCFF Actual Funding



2022-23 Funding Sources

Component	Amount	Percentage
Property Taxes	1,381,021	25.55%
Education Protection Account	73,260	1.36%
State Aid	3,950,542	73.09%
Total Funding	***5,404,823***	***100%***

Ambiente de Optimismo

ACE Charter Schools

Metas

1. ACE reclutará y retendrá estudiantes que han recibido pobre servicio en el sistema tradicional.
2. El personal de la escuela crea un ambiente de optimismo y celebración basado en los valores de ACE que invita al crecimiento y promueve el aprendizaje. **El objetivo 2 se está convirtiendo en parte del objetivo 1 y 3**
3. Los estudiantes y las familias están comprometidos con la comunidad escolar y de manera independiente demuestran optimismo, actitud y hábitos de estar listos para asistir al colegio.

Acciones

- Proveer un **desarrollo profesional continuo para maestros**
- Identificar y ofrecer **eventos, experiencias y premios**
- Desarrollo e implementación continua de **oportunidades y eventos de aprendizaje familiar**
- Fomentar una optimista actitud de estar listos para el colegio a través de estructuras que apoyen el **sentido de ser dueños de su aprendizaje**, incluyendo **Seminario Universitario/Advisory y Conferencias dirigidas por Estudiantes.**
- Apoyar a estudiantes y familias **con acceso a servicios de salud mental.**
- Continuar la **oferta de clubes y deportes**

Culture of Optimism

ACE Charter Schools

Goals

1. ACE will attract and retain students who have been served poorly by the traditional system. School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning. **Goal 2 will move into Goal 1 and 3 this coming year.**
2. Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes. **Will in part become goal 1 & 3 .**

Actions

- Provide ongoing **professional development for teachers**
- Identify and facilitate **events, experiences, and rewards**
- Develop and implement ongoing **family learning opportunities and events**
- Foster optimism and a growth mindset through structures that support students in taking **ownership of their learning**, including **College Seminar/Advisory and Student-led Conferences**
- Support students and families **with access to mental health services**
- Continue **sports and club offerings**

Cultura de Optimismo
Culture of Optimism

Cultura de Optimismo - Meta #1

Culture of Optimism - Goal #1

1: ACE will attract and retain students who have been served poorly by the traditional system. ***1: ACE atraerá y retendrá a los estudiantes que han sido mal atendidos por el sistema tradicional.*** **Results to Date:** ***Resultados hasta la fecha:***		**2019-2020**	**2020-2021**	**Change** ***Cambio***
1a	90% of students stay at ACE for the entire year and return the following year *El 90% de los estudiantes se quedan en ACE durante todo el año y regresan el año siguiente*	97%	86%	- 11%
1b	Suspension rate is less than 8% *La tasa de suspensión es menos de 8%*	0%	0%	-
	- FRL Subgroup - *Grupo de almuerzo gratis o reducido*	0%	0%	-
	- Latino	0%	0%	-
	- ELL Subgroup - *Grupo de estudiantes aprendiendo inglés como segunda idioma*	0%	0%	-
	- SPED Subgroup - *Grupo de estudiantes de educación especial*	0%	0%	-
1c	Expulsion rate is lower than closest district school [ACE data from 2018-19; District School data from 2017-18]	0%	0%	-
	Tasa de expulsión es menos que de la escuela más cercana	0%	0%	-

Cultura de Optimismo - Meta #3

Culture of Optimism - Goal #3

3: Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes. ***3: Los estudiantes y las familias están comprometidos con la comunidad escolar y demuestran de manera independiente una mentalidad optimista y hábitos y actitudes preparadas para la universidad.*** **Results to Date**		**2019-20**	**2020-21**	**Change**
3a	Average daily attendance rate is 95%	NA	NA	-
	- FRL Subgroup	NA	NA	-
	- Latino	NA	NA	-
	- ELL Subgroup	NA	NA	-
	- SPED Subgroup	NA	NA	-
3b	Less than 10% of students are absent more than 10% of the school days (chronic absence)	NA	NA	-
	- FRL Subgroup	NA	NA	-
	- Latino	NA	NA	-
	- ELL Subgroup	NA	NA	-
	- SPED Subgroup	NA	NA	-
3c	90% of students are confident they will be ready to attend and succeed in college by the time they graduate HS	51%	59%	+8%
3d	90% of families are confident their children will be ready to attend and succeed in college by the time they graduate HS	-	100%	-
3e	90% of staff are confident students will be ready to attend and succeed in college by the time they graduate HS	25%	14%	-11%

Discusión - Cultura de Optimismo

1. ¿Dónde están nuestras fortalezas?

2. ¿Dónde podemos mejorar?¿Y cómo?

Discussion - Culture of Optimism

1. Where are our strengths?

2. Where can we improve? And how?

Confianza de ir al Colegio
College-Ready Confidence

Confianza de ir al Colegio

ACE Charter Schools

Metas

4. Los maestros imparten de manera rigurosa instrucciones basadas en planes estructurados usando información.
5. Estudiantes que previamente han tenido bajo rendimiento, tienen un rápido crecimiento académico
6. Los estudiantes se preparen para el colegio siendo competentes en retos basados en estándares del curso escolar.

Acciones

- Apoyar a todos los maestros con **uno-a-uno como entrenador**
- Implementar una práctica de **evaluación** de todo la escuela.
- Apoyar a los estudiantes en **crear metas, implementar estrategias y monitorear su progreso**
- Involucrar a los estudiantes en actividades que desarrollen **el conocimiento de colegio**
- Utilizar el marco **de Respuesta a la Intervención (RTI)**
- Proporcionar una **instrucción integral y designada** de ELD
- Ofrecer cursos de **Colocación Avanzada** para estudiantes de High School

College-Ready Confidence

ACE Charter Schools

Goals

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

Actions

- Support all teachers with **one-on-one coaching**
- Implement a **system-wide assessment practice**
- Support students in **setting goals, implementing strategies, and monitoring achievement**
- Engage students in activities that **build college knowledge**
- Utilize the **Response to Intervention (RTI)** framework
- Provide **integrated and designated ELD instruction**
- Offer **Advanced Placement courses** for High School students

Confianza de ir al Colegio - Meta #5

College-Ready Confidence - Goal #5

5: Previously low-achieving students make expected rapid academic growth. ***5: Los estudiantes de bajo rendimiento logran un rápido crecimiento académico esperado.*** **Results to Date**		**2019-20**	**2020-21**	**Change**
5a	85% of students are making high growth or are high achieving in ELA on STAR	NA	32.26%	-
	- Low Income Subgroup	NA	39.62	-
	- ELL Subgroup	NA	20%	-
	- SPED Subgroup	NA	0%	-
5b	85% of students are making high growth or are high achieving in Math on STAR	NA	24.59%	-
	- Low Income Subgroup	NA	24.59%	-
	- ELL Subgroup	NA	10.34%	-
	- SPED Subgroup	NA	0%	-
5c	75% of English Language Learners make annual progress in English fluency as measured by CELDT/ELPAC	NA	0%	-

Discusión - Confianza de ir al Colegio

1. ¿Dónde están nuestras fortalezas?

2. ¿Dónde podemos mejorar?¿Y cómo?

Discussion - Culture of Optimism

1. Where are our strengths?

2. Where can we improve? And how?

Resultados de Encuestas
Survey Results

Encuestas de Estudiantes de Otoño

Septiembre 2021 (2021-2022)

63%- Preguntas específicas de ACE
70% - Apoyo al Aprendizaje
62%- Mentalidad de crecimiento
80% Las reglas son justas y las conozco
80% La escuela es segura
38% Autoeficacia
59% Autogestión
53% Sentido de pertenencia, conexión escolar
58% Conciencia Social

Fall Student Surveys

September 2021 (2021-2022)

63%- ACE Specific Questions
70% - Support for Learning
62%- Growth MindSet
80% Rules are Fair & I know Them
80% School is Safe
38% Self Efficacy
59% Self Management
53% Sense of Belonging, School Connectedness
58% Social Awareness

Encuestas de Familias de Primavera

No hay resultados en este momento.

Spring Parent Surveys

No results at this time

¿Preguntas?
Questions?

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Grupo de Padres Líderes de ACE HS

5/12/21 6:15 pm

ACE Charter Schools

Bienvenida e Introducciones

Agenda

ACE Charter Schools

- 6:15 Bienvenida y Rompehielo
- 6:20 Objetivos y Propósito
- 6:25 Reportes
- 6:30 Entrenamiento
- 6:55 Resumen y Siguientes Pasos
- 7:05 Evaluación y Cierre/Conclusión

- 6:15 Welcome & Icebreaker
- 6:20 Objectives & Purpose
- 6:25 Reports
- 6:30 Training
- 6:55 Summary and Next Steps
- 7:05 Evaluation and Closing

Reflection/Rompehielo

¿Porque es usted una/un Madre/Padre Líder?

Reflexion/icebreaker

Why are you a Parent Leader/PL?

Credencial

Somos un grupo de padres líderes unidos que representan a más de mil familias en 4 escuelas en el centro y East Side de San José. En 2008, abrimos nuestra primera escuela secundaria en la comunidad de Mayfair. En mayo de 2020, vimos a nuestro primer grupo de estudiantes graduarse de la universidad y todos ellos fueron los primeros en su familia en hacerlo.

Como padres líderes, hemos estado a la vanguardia de la creación de cambios positivos en nuestras comunidades a través de la promoción educativa. Nos esforzamos por asegurarnos de que nuestras familias y estudiantes Crean en su propia grandeza, Pertenezcan a una comunidad de apoyo y Logren ser alguien que reconozca su propio potencial.

Credential

We are a group of united parent leaders representing over a thousand families in 4 schools in downtown and East Side San Jose. In 2008, we opened up our first middle school in the Mayfair Community. In May 2020, we saw our first group of students graduate from college and all of them were the first in their family to do so.

As parent leaders, we have been at the forefront of creating positive change in our communities through educational advocacy. We strive to ensure that our families and students Believe in their own greatness, Belong to a supportive community, and Become someone who recognizes their own potential.

Objetivos

Nosotros vamos a:

- Crear comunidad.
- Para crear y mantener relaciones significativas.
- Informarnos sobre lo que está pasando en la prepa.
- Iniciar un grupo de Padres Líderes comprometidos/SSC.

Objectives

We will:

- Build Community.
- To create & sustain meaningful relationships
- Get info/updates on what's happening at our hs.
- Start a group of committed Parent Leaders/SSC.

Reportes

- Cafecito ayer 5/11
- Deportes/partidos
- Entrevistas

Reports

- Cafecito yesterday 5/11
- Sports/games
- Interviews

ACE

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Entrenamiento
Training

Consejo Del Sitio Escolar

School Site Council



Principio de Organizar

“Lo Pequeño Siempre Es Hermoso”

Organizing Principle

“Small is Always Beautiful”

Grupo de Site Council en ACEHS

El grupo de Site Council participará directamente en el proceso de toma de decisiones en ACEHS

Nos reuniremos una vez al mes como grupo del Site Council.

El Site Council de ACEHS estará compuesto por ambos padres del Grupo de Liderazgo de Padres de CMO, así como por otros padres que estén interesados en participar.

El Site Council también incluirá: director, representante de la oficina, representante de maestros, representante de estudiantes

Site Council Group at ACEHS

Site Council will be directly involved in the decision making process at ACEHS

We will meet one time per month as a Site Council group

The ACEHS Site Council will be made up of both parents from the CMO Parent Leadership Group as well as other parents that are interested in participating

Site Council will also include: Principal, Office Representative, Teacher Representative, Student Representative

Resumen & Siguientes Pasos

1. Resumen de puntos principales/aprendizaje
    - Programas de verano
    - Graduación y detalles
    - SSC; apuntarse
    - Recordatorio el “Porque somos PLs”
    - Tenemos AP; Moreno
    - Fechas para reuniones/Juegos
2. Próximas reuniones y horario:
    - Junio 2 @6pm ..
    - SSC Junio 7 @ 6pm

3. Comité de planificación
    - **Dirigente: Rosita ;)**
    - **Tomador de tiempo: Reyna**
    - **Notas: Sinthia**

Summary & Next Steps

1. Summary of major points/learnings
    -
2. Next meetings:
    - June
3. Planning committee
    - **Chair**:
    - **Time Keeper**:
    - **Notes**: Everyone

Evaluación y concluyendo

1. ¿Que salio bien?
   - La presentación/dirigente
   - Participacion
   - Informados/actualizados
   - Organización
   - Puntualidad
2. Que podemos mejorar?
   - Involucrar más padres en la partición
   - Perder el miedo/atreverse más

Evaluation & Closing

1. what went well?
   -
2. What can we improve?
   -

Gracias!
Thank you!

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Grupo de Padres Líderes de ACE HS

6/02/21 6:00pm

ACE Charter Schools

Bienvenida e Introducciones

Agenda

ACE Charter Schools

- 6:00 Bienvenida y Rompehielo
- 6:10 Objetivos y Propósito
- 6:15 Reportes
- 6:20 Entrenamiento
- 6:40 Resumen y Siguientes Pasos
- 6:50 Evaluación y Cierre/Conclusión

- 6:00 Welcome & Icebreaker
- 6:10 Objectives & Purpose
- 6:15 Reports
- 6:20 Training
- 6:40 Summary and Next Steps
- 6:50 Evaluation and Closing

Reflection/Rompehielo

¿Que fue una cosa o dos que aprendió con la pandemia?

Reflexion/icebreaker

What was one thing or two that you learned with the pandemic?

Objetivos

Nosotros vamos a:

- Crear comunidad
- Crear y mantener relaciones significativas
- Informarnos sobre lo que está pasando en la prepa
- Aprender a conducir un uno a uno(1:1s)

Objectives

We will:

- Build Community
- Create & sustain meaningful relationships
- Get info/updates on what's happening at our hs.
- Learn how to conduct 1:1s

Reportes

- LCAP reunion comunitaria 5/27
- Graduacion 6/3
- Deportes(Mario)
- Renovación de ACE HS
- Escuela de Verano y deportes

Reports

- LCAP community meeting 5/27
- Graduacion 6/3
- Sports(Mario)
- ACE HS Renewal
- Summer School and sports

ACE

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Entrenamiento
Training

Conducir un uno a uno(1:1)

Conducting a one to one(1:1)



Principio de Organizar

“El poder es producto de las relaciones”

Organizing Principle

“Power is the product of relationships”

Conduciendo un uno-a-uno

1. ¿Qué es un 1: 1? Es una conversación intencional de cara a cara de 45 a 1hr con el propósito de establecer o profundizar una relación pública que pueda llevar a trabajar juntos.

2. Una oportunidad para encontrar el interés propio en los demás sobre un objetivo común.
1. Siempre con una agenda a seguir.

Conducting a one-to-one

1. What is a 1:1? Is a 45-1hr intentional face to face conversation with the purpose of establishing or deepening a public relationship that can lead to working together.

2. An opportunity to to find Self Interest in others about a common goal.
3. It always has an agenda to follow.

1:1 Conversacion/Conversation

Escuchar/Listen

- Experiencias vividas/lived experiences
- Por el dolor compartido/for shared pain
- Esperanzas y sueños/hopes and dreams

Descubrir/Discover

- su propio interés/their self-interest
- valores comunes/common values
- nuevas relaciones/new relationships

Identificar/Identify

- Preocupaciones, Problemas/Concerns, problems
- Líderes potenciales/Potential Leaders
- Un siguiente paso; Algo que pedir/A next step; an ask

Lo que SÍ es y lo que NO es el 1:1
What IS and what is Not a 1:1

SI es/It is...

- Intencional, Útil/Purposeful
- Conversacion/Conversation
- Escuchar/Listening 70%
- Compartir/Sharing 30%
- Un enfoque claro en el “porque”/A clear focus on the “why”
- Varoles, Vicion, Interés propio/Values, Vision, Self-interest
- Explorar/Explore
- Poner a prueba/Put to test

No es/It is Not...

- Sin Proposito/Without purpose
- Privado/Private(friend/date,therapy)
- Reclutamiento ni venta/Recruiting nor selling
- Encuesta/Survey
- Terapia ni trabajo social/Therapy not social work
- Sin fin, no tiene una agenda/Endless, no it has an agenda

Resumen & Siguientes Pasos

1. Resumen de puntos principales/aprendizaje
    - Logísticas en la graduación
    - Recursos en las escuelas, consejería
    - Renovación de la Prepa
    - Deportes, desempeño de los niños y coach.
    - Que es un 1:1, y cuando se usa
2. Próximas reuniones y horario:
    - Concilio Lunes Junio 7 @6pm
    - PLT Junio 30 @6pm, Inspire cafecito???

3. Comité de planificación
    - **Dirigente: Petra**
    - **Tomador de tiempo: Martha Avalos**
    - **Notas: Maribel**

Summary & Next Steps

1. Summary of major points/learnings
    -
2. Next meetings:
    - June
3. Planning committee
    - **Chair**:
    - **Time Keeper**:
    - **Notes**: Everyone

Evaluación y concluyendo

1. ¿Que salio bien?
   - El rompehielo*****
   - Espacio seguro
   - El entrenamiento, estuvo super********
   - Reportes de deportes, el coach(motivantes)**
   - Celebrar los estudiantes y su educación/futuro****
   - Calidez en la reunion
   - Profesionalismo de Martha****
2. Que podemos mejorar?
   - Más tiempo**

Evaluation & Closing

1. what went well?
   -
2. What can we improve?
   -

Gracias!
Thank you!

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Grupo de Padres Líderes de ACE HS

6/30/21 12-3 pm

ACE Charter Schools

Agenda; Parent's Luncheon

ACE Charter Schools

- 12:00-3:00 pm Parent Luncheon @ Maggiano's little Italy
-

Gracias!
Thank you!

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Grupo de Padres Líderes de ACE High School!

7/28/21 6:00pm

ACE Charter Schools

Bienvenida e Introducciones

Agenda

ACE Charter Schools

- 6:00 Bienvenida y Rompehielo
- 6:10 Objetivos y Propósito
- 6:15 Reportes
- 6:20 Entrenamiento
- 6:40 Resumen y Siguientes Pasos
- 6:50 Evaluación y Cierre/Conclusión

- 6:00 Welcome & Icebreaker
- 6:10 Objectives & Purpose
- 6:15 Reports
- 6:20 Training
- 6:40 Summary and Next Steps
- 6:50 Evaluation and Closing

Reflection/Rompehielo

¿Cómo se están preparando para un nuevo año escolar?

Reflexion/icebreaker

How are you getting ready for a new school year?

Objetivos

Nosotros vamos a:

- Crear comunidad
- Crear y mantener relaciones significativas uno al otro
- Informarnos sobre lo que está pasando en la escuela
- Aprender a crear y a usar una agenda para conducir 1:1s eficientemente

Objectives

We will:

- Build Community
- Create & sustain meaningful relationships with one another
- Get info/updates on what's happening at school
- Learn how to create and use an agenda to conduct a 1:1 effectively

Reportes

- Transporte de bus
- Puente de Verano/ Orientacion
  - Agosto 2 a Agosto 5
  - Padres Voluntarios
- Senior Sunrise

Reports

- Bus Transportation
- Summer Bridge/ Orientation
  - August 2nd to August 5th
  - Parent Volunteers
- Senior Sunrise

ACE

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Entrenamiento
Training

Agenda para 1:1s

Agenda for 1:1s



Principio de Organizar

"Las recompensas son para aquellos que hacen el trabajo"

Organizing Principle

“Rewards go to those who do the work”

Repasando el 1:1

1. ¿Qué es un 1: 1? Es una conversación intencional de cara a cara de 45 a 1hr con el propósito de establecer o profundizar una relación pública que pueda llevar a trabajar juntos.

2. Una oportunidad para encontrar el interés propio en los demás sobre un objetivo común.
3. Siempre con una agenda a seguir.

Refreshing 1:1

1. What is a 1:1? Is a 45-1hr intentional face to face conversation with the purpose of establishing or deepening a public relationship that can lead to working together.

2. An opportunity to to find Self Interest in others about a common goal.
3. It always has an agenda to follow.

1:1 Conversacion/Conversation

Escuchar/Listen

- Experiencias vividas/lived experiences
- Por el dolor compartido/for shared pain
- Esperanzas y sueños/hopes and dreams

Descubrir/Discover

- su propio interés/their self-interest
- valores comunes/common values
- nuevas relaciones/new relationships

Identificar/Identify

- Preocupaciones, Problemas/Concerns, problems
- Líderes potenciales/Potential Leaders
- Un siguiente paso; Algo que pedir/A next step; an ask

Lo que SÍ es y lo que NO es el 1:1
What IS and what is Not a 1:1

SI es/It is...

- Intencional, Útil/Purposeful
- Conversacion/Conversation
- Escuchar/Listening 70%
- Compartir/Sharing 30%
- Un enfoque claro en el “porque”/A clear focus on the “why”
- Varoles, Vicion, Interés propio/Values, Vision, Self-interest
- Explorar/Explore
- Poner a prueba/Put to test

No es/It is Not...

- Sin Proposito/Without purpose
- Privado/Private(friend/date,therapy)
- Reclutamiento ni venta/Recruiting nor selling
- Encuesta/Survey
- Terapia ni trabajo social/Therapy not social work
- Sin fin, no tiene una agenda/Endless, no it has an agenda

Introduction de la agenda y estructurar Introduction of the agenda and structure

ACE Charter Schools

Estructura del 1:1

- **Nambre;** de la otra persona/s
- **Proposito;** La razón por el 1:1
- **Credencial**; Quién es usted, a qué o a quién representa?
- **3-4 Preguntas Claves**; preguntas directas al propósito por el que está conduciendo ese 1:1
- **Siguientes Pasos**: Asegurese que sea claro/a con lo que sigue
- **Reflexionar/Examinar la reunion:** Que salió bien y que pude haber hecho mejor? Cometi mi proposito? Tengo/deje claros los siguientes pasos? y/o Que aprendi?

1:1 Structure

Resumen & Siguientes Pasos

1. Resumen de puntos principales/aprendizaje
    - **Aprender a escuchar**
    - **Mas info sobre 1:1**
    - **Que es el role de un padres lider**
    - **Que cada padre tiene diferente necesidades**
    - **Cómo prepararse para regreso a la escuela**
    - **Aprendió más en persona**
2. Próximas reuniones y horario:
    - **25 de agosto a las 6 pm**
3. Comité de planificación
    - **Dirigente: Paty**
    - **Tomador de tiempo:**
    - **Notas: Todos**

Summary & Next Steps

1. Summary of major points/learnings
    -
2. Next meetings:
    - August 25 at 6 pm
3. Planning committee
    - **Chair**:
    - **Time Keeper**:
    - **Notes**: Everyone

Evaluación y concluyendo

1. ¿Que salio bien?
   - La dirigente muy buen trabajo
   - Que estuvieran los administradores
   - Refrescar la información
   - Hubo mas padres hoy
   - Todo salio muy bien
   - Comida

2. Que podemos mejorar?
   - El tiempo, ahi que quernos en la agenda.
   - Tomar el tiempo
   -

Evaluation & Closing

1. what went well?
   -

2. What can we improve?
   -

Gracias!
Thank you!

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Grupo de Padres Líderes de ACE High School!

8/25/21 6:00pm

ACE Charter Schools

Bienvenida e Introducciones

Agenda

ACE Charter Schools

- 6:00 Bienvenida y Rompehielo
- 6:15 Objetivos y Propósito
- 6:20 Reportes
- 6:30 Entrenamiento
- 6:55 Resumen y Siguientes Pasos
- 7:00 Evaluación
- 7:10 Cierre/Conclusión

- 6:00 Welcome & Icebreaker
- 6:15 Objectives & Purpose
- 6:20 Reports
- 6:30 Training
- 6:55 Summary and Next Steps
- 7:00 Evaluation
- 7:10 Closing

Reflection/Rompehielo

¿Que es algo positivo sobre el regreso a la escuela que les han compartieron sus estudiante/s?

Reflexion/icebreaker

What is one positive thing about going back to school that your student (s) have shared with you?

Objetivos

Nosotros vamos a:

- Crear comunidad
- Crear y mantener relaciones significativas uno al otro
- Informarnos sobre lo que está pasando en la escuela
- Aprende a usar un planificador y materiales para mantenernos organizados

Objectives

We will:

- Build Community
- Create & sustain meaningful relationships with one another
- Get info/updates on what's happening at school
- Learn how to use a planer and material to stay organized

Reportes

- Passes de Autobus/ Rutas de Autobuses
- Clinica de Vacunacion móvil
- Deportes
    - CrossCountry
    - Volleyball
- Clubes escolares
- Festival de Otono

Reports

- VTA Bus Passes/ VTA Bus Routes
- Mobile Vaccination Clinic
- Sports
    - CrossCountry
    - Volleyball
- School Clubs
- Fall Festival

ACE

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Entrenamiento
Training

Como mantenernos organizados usando un planificador y otros materiales.

How to stay organized using a planer and other materials.



Principio de Organizar

"En última instancia, sus hábitos son importantes porque le ayudarán a convertirse en el tipo de persona que deseas ser en la vida"

Organizing Principle

“Ultimately, your habits matter because they help you become the type of person you wish to be in life"

Repasando tarea; conducir 2 1:1s

- ¿Quien sí tuvo la oportunidad de hacer sus 1:1s?
- ¿Como les fue?
- ¿Que aprendieron?
- Alguien que quiera compartir su experiencia? Que aprendió y los siguientes pasos de ese 1:1.
- ¿Alguien que necesite más hojas para seguir conduciendo y/o practicando 1:1s?

Refreshing homework; conducting 2 1:1s

- Who did get the chance to do their 1: 1s?
- How did it go?
- What did you learn?
- Anyone who wants to share their experience? What did you learn and the next steps from that 1:1.
- Does anyone need more sheets to keep conducting and/or practicing 1:1s?

Como mantenernos organizados usando un planificador y otros materiales

Planificador

- **Reuniones**
  - PLT/s
  - 1:1s(seguimiento)
  - Cafecitos
  - IEPs
  - Eventos
  - Conferencias
  - Citas .e.g. Dr
  - Cumpleanos
  - Dias festivos
  - Vacaciones
- **Contactos Importantes**
- **Metas; per or prof**
- **Notas importantes y siguientes pasos**

Cuaderno

- **Notas**
  - Estas reuniones
  - 1:1s
  - Cafecitos
  - EIPs
  - Conferencias
  - Siguientes pasos
  - Ect

Folder y otras cosas

- **Folder**
  - Para guardar sus hojas suelta
  - Folletos ect
- **Bolsita**
  - Lapices
  - Boligrafos
  - Resaltador
  -
- **Algo mas que me falto?**

Resumen & Siguientes Pasos

1. Resumen de puntos principales/aprendizaje
   - **Los padres unidos para apoyar la HS**
   - **PL colaborando con los estudiantes**
   - **En estas reuniones puro liderazgo**
   - **Proximos eventos**
   - **Como mantenernos organizados**
   - **Cómo usar las herramientas que nos dan en este grupo**
2. Próximas reunión y horario:
   - **29 de septiembre a las 6 pm**
3. Comité de planificación
   - **Dirigente:**
   - **Tomador de tiempo: Patty Lozano**
   - **Notas: Todos**

Summary & Next Steps

1. Summary of major points/learnings
   -
2. Next meetings:
   - Sep 29 at 6 pm
3. Planning committee
   - **Chair**:
   - **Time Keeper**:
   - **Notes**: Everyone

Evaluación y concluyendo

1. ¿Que salio bien?
   - Comida; garcias!
   - Tuvimos estudiantes participando
   - La administración para los reportes y responder preguntas
   - Mrs. García está al frente con los PLs
   - Los utiles; ACE está tomando los padres en cuanta de nuevo y invirtiendo en su crecimiento
   -
2. Que podemos mejorar?
   - Siempre podemos invitar mas padres

Evaluation & Closing

1. what went well?
   -
2. What can we improve?
   -

Gracias!
Thank you!

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Grupo de Padres Líderes ACE High School!

9/29/21 6:00 pm

ACE Charter Schools

Bienvenida e Introducciones

Agenda

ACE Charter Schools

- 6:00 Bienvenida y Rompehielo
- 6:15 Objetivos y Propósito
- 6:20 Reportes
- 6:30 Entrenamiento; Plan ESSER
- 6:55 Resumen y Siguientes Pasos
- 7:00 Evaluación
- 7:10 Cierre/Conclusión

- 6:00 Welcome & Icebreaker
- 6:15 Objectives & Purpose
- 6:20 Reports
- 6:30 Training; ESSER Plan
- 6:55 Summary and Next Steps
- 7:00 Evaluation
- 7:10 Closing

Objetivos

Nosotros vamos a:

- Crear comunidad
- Crear y mantener relaciones significativas uno al otro
- Informarnos sobre lo que está pasando en la escuela
- Escuchar la preocupaciones de la comunidad
- Priorizando Nuestro Trabajo
- Presentarles el Plan ESSER

Objectives

We will:

- Build Community
- Create & sustain meaningful relationships with one another
- Get info/updates on what's happening at school
- Listen to community concerns
- Prioritizing Our Work
- Present the ESSER Plan

Reflection/Rompehielo

Aprovechando que la administración está aquí el día de hoy para hablarnos sobre el plan ESSER, vamos a ver que son sus prioridades como Madre/Padre Lider.

Reflexion/icebreaker

Taking advantage that the administration is here today to talk to us about the ESSER Plan, we are going to see what your priorities are as Parent Leader.

Reportes

- Vacunación clínica mobil
  - 10/06 de 1:30pm a 5:30pm
  - 10/28 de 5pm a 7pm
- Baile de bienvenida ; 10/08 de 6pm a 9:45pm
  - Voluntarios
    - Supervisión
    - Donaciones
- Cafecito 09/30 a las 6pm
- Noche de regreso a la escuela; 10/13 @ 5:30pm
- conferencias dirigidas por estudiantes; 10/25 - 10/29
- Fall Festival 10/28

Reports

- Vaccination Clinic
  - 10/06 @ 1:30pm to 5:30pm
  - 10/28 @ 5pm to 7pm
- Homecoming; 10/08 @ 6pm to 9:45pm
  - Volunteers
    - Supervision
    - Donations
- Cafecito 09/30 at 6pm
- Back to School Night 10/13 @ 5:30pm
- Student Led Conferences 10/25 - 10/29
- Fall Festival 10/28



Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Entrenamiento
Training

Plan ESSER
ESSER Plan

Principio de Organizar

La primera revolución es interna.

Organizing Principle

The first revolution is internal.

ACE

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

ESSER III

Escuchando las Necesidades de Nuestra Comunidad
Listening to the Needs of Our Community

September 2021

¿Qué es ESSER?

Fondo de ayuda de emergencia para escuelas primarias y secundarias -
La Ley de Ayuda, Alivio y Seguridad Económica para el Coronavirus (CARES) proporciona fondos a las LEA a través del Fondo de Alivio de Emergencia para Escuelas Primarias y Secundarias (ESSER), **para abordar el impacto del COVID-19 en las escuelas primarias y secundarias.**

What is ESSER?

Elementary and Secondary School Emergency Relief Fund -
The Coronavirus Aid, Relief, and Economic Security (CARES) Act provides funding to LEAs through the Elementary and Secondary School Emergency Relief (ESSER) Fund, **to address the impact of COVID-19 on elementary and secondary schools.**

¿Qué significa esto?

Nuestras escuelas han recibido más $$ para:

1. Reabrir escuelas de forma segura
2. Actualizar instalaciones y políticas
3. Mantener y contratar personal adicional
4. Apoyar la salud mental de los estudiantes
5. Abordar la pérdida de aprendizaje

What does this mean?

Our schools have received more $$ to:

1. Return to in-person learning
2. Safely reopen schools
3. Upgrade facilities and policies
4. Address learning loss
5. Maintain and hire additional staff
6. Support students' mental health

Iniciativas Actuales
Current Initiatives

Medidas de Seguridad de ACE

- Revisión médica en el hogar
- Seguimiento y notificación de contactos
- Prueba COVID en el sitio
- Requisitos de máscaras
- Política de pruebas del personal
- Estaciones de lavado de manos
- Uso máximo del espacio
- HVAC mejoras de los sistemas de purificación de aire
- Clínicas de vacunas

ACE's Safety Measures

- At Home Health Screening
- Contact Tracing & Notification
- On Site COVID Testing
- Masks Requirements
- Staff Testing Policy
- Handwashing Stations
- Maximum usage of space
- HVAC Upgrades of Air Purification systems
- Vaccine Clinics

Nuestra Respuesta a la Pérdida de Aprendizaje

- Oportunidades de Puente de Verano
- Contrató a más maestros
- Capacitación de liderazgo escolar Desarrollo profesional sobre Aceleración del Aprendizaje y Mantenimiento del Rigor Académico
- Diseño instruccional basado en datos
- Planes de aprendizaje individualizados
- Enseñanza en equipo
- Horas de oficina
- Tutorías

Our Response to Learning Loss

- Summer Bridge Opportunities
- Hired more teaching staff
- School Leadership Coaching
- Professional development on Learning Acceleration & Maintaining Academic Rigor
- Data driven instructional design
- Individualized learning plans
- Team teaching
- Office Hours
- Tutoring

Apoyos de Salud Mental para Estudiantes

- Fully staffed counseling program
- School counselors at each school
- Special education counselors
- School Psychologist
- School Counselor Intern Program
- School Psychologist Intern Program

Mental Health Support for Students

- Programa de consejería con personal completo
- Consejeros escolares en cada escuela
- Consejeros de educación especial
- Psicólogo Escolar
- Programa de Pasante de Consejero Escolar
- Programa de Pasante de Psicólogo Escolar

Escuchando a Nuestra Comunidad
Listening to Our Community

Dos Preguntas

Pasos para escuchar comentarios

1. Piense individualmente
2. Comparta con un compañero
3. Escriba sus pensamientos en una nota
4. Coloque una nota en la pizarra
5. Escuchar todas las respuestas
6. Repetir para la siguiente pregunta

Two Questions

Steps for Hearing Feedback

1. Think individually
2. Share with a partner
3. Write your thoughts on a note
4. Place note on the board
5. Hear all answers
6. Repeat for next question

Pregunta #1

¿Qué otras medidas de seguridad le gustaría ver implementadas en su escuela?

Question #1

What other safety measures would you like to see implemented at your school?

Pregunta #2

¿Qué otros apoyos debería considerar ACE para apoyar el éxito de los estudiantes?

Question #2

What other supports should ACE consider to support student success?

Próximos Pasos

1. Revisar todos los comentarios de las familias
2. Compartir con el liderazgo de la escuela
3. Confirmar el plan y las inversiones para el resto del año escolar
4. Compartir actualizaciones con las familias en la próxima reunión de Cafecito/LCAP el 10/

Next Steps

1. Review all feedback from families
2. Share with the schools leadership
3. Confirm plan and investments for the rest of the school year
4. Share updates with families at the next Cafecito/LCAP meeting on 10/

ACE

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Thank you.



Resumen & Siguientes Pasos

1. Resumen de puntos principales/aprendizaje
    - **Info sobre clubs para los niños**
    - **Hablamos de la seguridad**
    - **La encuesta sobre cómo implementar los fondos**
    - **La escuela está alentando a los niños a mantener sus metas**
    - **El entrenamiento fue muy informativo**
    - **El pensar en integrar a los niños sobre cómo se sienten ellos**
2. Próximas reunión y horario:
    - **27 de octubre a las 6 pm**
3. Comité de planificación
    - **Dirigente: Sra. Diaz**
    - **Tomador de tiempo:**
    - **Notas: Todos**

Summary & Next Steps

1. Summary of major points/learnings
    -
2. Next meetings:
    - Oct 27th at 6 pm
3. Planning committee
    - **Chair**:
    - **Time Keeper**:
    - **Notes**: Everyone

Evaluación y concluyendo

1. ¿Que salio bien?
    - Nos podemos dialogar, escucharnos
    - Que está la administración presente
    - La información fue muy valiosa
    - La comida, gracia
    - Todos tuvieron oportunidad de hablar
    -
2. Que podemos mejorar?
    - Que vengan mas padres
    - Mantenernos a tiempo

Evaluation & Closing

1. what went well?
    -
2. What can we improve?
    -

Gracias!
Thank you!

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Grupo de Padres Líderes ACE High School!

10/27/21 6:00 pm

ACE Charter Schools

Bienvenida e Introducciones

Agenda

ACE Charter Schools

- 6:00 Bienvenida y Rompehielo
- 6:15 Objetivos y Propósito
- 6:20 Reportes
- 6:30 Entrenamiento
- 6:55 Resumen y Siguientes Pasos
- 7:00 Evaluación
- 7:10 Cierre/Conclusión

- 6:00 Welcome & Icebreaker
- 6:15 Objectives & Purpose
- 6:20 Reports
- 6:30 Training
- 6:55 Summary and Next Steps
- 7:00 Evaluation
- 7:10 Closing

Reflection/Rompehielo

Reflexion/icebreaker

Cómo celebran en sus casa/familias el dia de muertos?

Objetivos

Nosotros vamos a:

- Crear comunidad
- Crear y mantener relaciones significativas uno al otro
- Informarnos sobre lo que está pasando en la escuela
- Escuchar la preocupaciones de la comunidad
- Priorizando Nuestro Trabajo

Objectives

We will:

- Build Community
- Create & sustain meaningful relationships with one another
- Get info/updates on what's happening at school
- Review homework
- Learn how to use a planer and material to stay organized
- Listen to community concerns
- Prioritizing Our Work

Reportes

- Festival de Otono
  - 5pm a 7:30pm
- Vacunación clínica mobil
  - 5pm a 7:30pm
  - Booster shots disponible
- Pruebas de fútbol y baloncesto 1 noviembre
- Cafecito de COVID 4 de noviembre

Reports

- Fall Festival
  - 5pm to 7:30pm
- Vaccination Clinic
  - 5pm to 7:30pm
  - Booster shots available
- Soccer & Basketball tryouts Nov. 1st
- COVID Cafecito Nov. 4th

ACE

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Entrenamiento
Training

Escuchando las Preocupaciones de la Comunidad.

Listening to Community Concerns.



Principio de Organizar

La primera revolución es interna.

Organizing Principle

The first revolution is internal.

Escuchar las preocupaciones de la comunidad

Pensar-En Par-Compartir

1. ¿En qué áreas le gustaría trabajar como padre líder en su escuela?
2. Comparta con alguien a su lado
3. Escriba sus ideas en una nota adhesiva
4. Coloque notas adhesivas en la pizarra
5. Comparta en voz alta con el grupo

Listening to Community Concerns

Think-Pair-Share

1. What areas would you like to work on as a parent leader at your school?
2. Share with someone next you
3. Write your ideas on a sticky note
4. Place sticky notes on board
5. Share out loud with the group

Priorizando Nuestro Trabajo

Tomemos un momento para priorizar por dónde empezar:

1. ¿Qué temas comunes estamos viendo?
2. ¿En qué temas debemos enfocarnos?
3. ¡Vamos a votar!

Prioritizing Our Work

Let’s take a moment to prioritize where to start:

1. What common themes are we seeing?
2. Which themes should we focus on?
3. Let’s take a vote!

Votaciones!

- **La seguridad de los niños en la escuela**
- **Transportacion**
- **Departamento de SpEd**

Votes!

- **School safety for the students**
- **Transportation**
- **SpEd department**

Evaluación y concluyendo

1. ¿Que salio bien?
    - TODO
    - El involucramiento
    - Nos escuchamos unos a otros
    - La participacion
    - La unidad entre el grupo
    - Martha siempre nos da el espacio
    - La dirigente hizo un gran trabajo
    - La comida/bebidas
2. Que podemos mejorar?
    - Que más padres se involucran
    - No hubo nadie de la escuela

Evaluation & Closing

1. what went well?
    -
2. What can we improve?
    -

Gracias!
Thank you!

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Grupo de Padres Líderes ACE High School!

12/8/21 6:00 pm

ACE Charter Schools

Bienvenida e Introducciones

Agenda

ACE Charter Schools

- 6:00 Bienvenida y Rompehielo
- 6:10 Objetivos y Propósito
- 6:15 Reportes
- 6:20 Entrenamiento con la Sra. Moy
- 6:55 Resumen y Siguientes Pasos
- 7:00 Evaluación
- 7:10 Cierre/Conclusión

- 6:00 Welcome & Icebreaker
- 6:10 Objectives & Purpose
- 6:15 Reports
- 6:20 Training with Mrs. Moy
- 6:55 Summary and Next Steps
- 7:00 Evaluation
- 7:10 Closing

Reflection/Rompehielo

En tiempos de pandemia, ¿cómo podemos celebrar con seguridad las fiestas de invierno?

¿Quieren compartirnos unos consejos?

Reflexion/icebreaker

In times of pandemic, how can we safely celebrate the winter holidays?

Would you like to share some tips?

Objetivos

Nosotros vamos a:

- Crear comunidad
- Crear y mantener relaciones significativas uno al otro
- Informarnos sobre lo que está pasando en la escuela
- Grupo de enfoque para comenzar la búsqueda de nuestr@ nuev@ CEO
- Enterarnos sobre los siguientes pasos en la búsqueda y el rol de los Padres Lideres

Objectives

We will:

- Build Community
- Create & sustain meaningful relationships with one another
- Get info/updates on what's happening at school
- Focus group to begin the search of our new CEO
- Find out next steps on the search and PLs role

Reportes

- Deportes de invierno
  - Futbol
  - Baloncesto
- Calendario de la semana de finales
  - 15 de diciembre
    - 8:30am a 1:36pm
  - 16 de diciembre
    - 8:30am a 11:33am
  - 17 de diciembre
    - 8:30am a 11:33am
- Vacaciones de invierno
  - 12/20 a 01/07

Reports

- Winter Sports
  - Soccer
  - Basketball
- Finals Week Schedule
  - December 15
    - 8:30am to 1:36pm
  - December 16
    - 8:30am to 11:33am
  - December 17
    - 8:30am to 11:33am
- Winter Break
  - 12/20 to 01/07

ACE

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Entrenamiento
Training

Grupo de Enfoque con la Sra. Moy

Focus Group with Mrs. Moy



Principio de Organizar

“Los líderes siempre consultan a sus seguidores”

Organizing Principle

“Leaders always consult with their followers”

Presentación de Sra. Moy

ACE CEO Search Board Search _Parent Meeting

Needs Assessment Focus Group

Resumen & Siguientes Pasos

1. Resumen de puntos principales/aprendizaje
   - **Ideas de como celebrar las fiesta**
   - **Las persona encargados de la búsqueda del siguiente CEO quieren escuchar de los PLs**
   - **Quieren que las padres estén envueltos en tomar esta decisión**
   - **Se interesaron en que es lo que nosotros esperamos del nuevo CEO**
   - **Estimada linea del tiempo para la búsqueda**
   - **Podemos referir personas para CEO**
2. Próximas reunión y horario:
   - **15 de diciembre a las 10 am en Inspire para un grupo como este en persona**
   - **26 de enero para este grupo**
3. Comité de planificación
   - **Dirigente: Need to pick one;)**
   - **Tomador de tiempo:**
   - **Notas: Todos**

Summary & Next Steps

1. Summary of major points/learnings
   -
2. Next meetings:
   - **Dec 15th at 10 am, ACE Inspire for another focus group**
   - **Jan 26 reg PLT**
3. Planning committee
   - **Chair**:
   - **Time Keeper**:
   - **Notes**: Everyone

Evaluación y concluyendo

1. ¿Que salio bien?
    - Escuchar a los padres
    - Dar espacio a la comunidad
    - Todos los padres participaron
    - Maribel un excelente trabajo dirigiendo
    - Tenemos una idea de la línea de tiempo para la búsqueda del CEO
2. Que podemos mejorar?
    - Tiempo; mantener solo los puntos directos
    - Más padres para la importancia de la reunión
    - Reunión en persona por la misma razón

Evaluation & Closing

1. what went well?
    -
2. What can we improve?
    -

Gracias!
Thank you!

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Grupo de Padres Líderes ACE High School!

3/30/22 6:00 pm

ACE Charter Schools

Bienvenida e Introducciones

Agenda

ACE Charter Schools

- 6:00 Bienvenida y Rompehielo
- 6:10 Objetivos y Propósito
- 6:15 Reportes
- 6:20 Entrenamiento
- 6:55 Resumen y Siguientes Pasos
- 7:00 Evaluación
- 7:10 Cierre/Conclusión

- 6:00 Welcome & Icebreaker
- 6:10 Objectives & Purpose
- 6:15 Reports
- 6:20 Training
- 6:55 Summary and Next Steps
- 7:00 Evaluation
- 7:10 Closing

Reflection/Rompehielo

Como disfrutaron su fin de semana largo-pasado con los muchachos en casa por cuatro días? O Que planes tienen para el receso de primavera que ya viene?

Reflexion/icebreaker

What did you guys do last long-weekend with kids at home for four days? Or what plans do you have for the Spring Break coming up soon?

Objetivos

Nosotros vamos a:

- Crear comunidad
- Crear y mantener relaciones significativas uno al otro
- Informarnos sobre lo que está pasando en la escuela
- Actualización de la búsqueda del CEO
- Repasar las prioridades en la escuela

Objectives

We will:

- Build Community
- Create & sustain meaningful relationships with one another
- Get info/updates on what's happening at school
- Update on the search for CEO
- Review HS priorities

Reportes

- Actualización de la búsqueda de CEO
  - Algun PL que nos pueda compartir su experiencia?

Reports

- COE search update
  - Is there a PL that would like to share their experience here?

ACE

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Entrenamiento Training

Repasando Prioridades en la Prepa

Reviewing Priorities at HS



Principio de Organizar

“Los líderes siempre consultan a sus seguidores”

Organizing Principle

“Leaders always consult with their followers”

Qué dice la comunidad?
What does the community say?

Temas que resultaron

-
  -

Topics that came up

- Student safety
  - fights/confrontations ACE kids & others
- Communication;
  - Parents feel disconnected from school or what is happening
  - Families don't get notify of safety issue concerning the community
- Transportation;
  - Retention/Recruitment
  - Many of the families PLs recommended may be leaving next AY if no bus
- College process awareness/info
  - Only 1 workshop so far
  - College staff/team not strong enough
  - Special thanks to Bere for helping out
- Celebrating student achievement
  - Parents haven't seen/heard of anything here, they would like to see certificates, ceremonies etc to motivate students/teachers
- Events to bring the community together
  - Cafecitos, kermeses, fundraising ect.

Prioridades antes del año nuevo

- **La seguridad de los niños en la escuela**
- **Transportacion**
- **Departamento de SpEd**

Priorities before the new year

- **School safety for the students**
- **Transportation**
- **SpEd department**

Siguientes pasos

- Reunion de investigacion interna
  - Para cuando? 27 de abril @6 pm
  - Invitación a las personas envueltas
  - Reunion/s para planear y practicar; 5 de abril @6 pm
  - Quien va a dirigir? Liz
  - Testimonio; como la situación le afecta directamente? Iren
  - Hacer la invitación: Liz
  - Comiencen a pensar en las preguntas que van hacer
  -

Next steps

- Internal Research Meeting
  - When? April 27th @6 pm
  - Invitation to stakeholders: Liz
  - Next meeting to begin the planning; April 4th @5 pm
  - Who wants to lead? Liz
  - Need a testimony: Irene will share hers
  - Questions: start thinking of the question you would like to ask

Resumen & Siguientes Pasos

1. Resumen de puntos principales/aprendizaje
    - **Recuperamos terreno**
    - **Mucho info**
    - **Buena comunicación en el grupo**
    - **Todos los PLs participaron**
    - **Ahí siguientes pasos en claro**
2. Próximas reunión y horario:
    - **April 5 @ 6 pm**
    - **Reunion de Investigacion April 27**
3. Comité de planificación
    - **Dirigente:**
    - **Tomador de tiempo:**
    - **Notas: Todos**

Summary & Next Steps

1. Summary of major points/learnings
    -
2. Next meetings:
    -
3. Planning committee
    - **Chair**:
    - **Time Keeper**:
    - **Notes**: Everyone

Evaluación y concluyendo

1. ¿Que salio bien?
    - Todos los PLs participamos
    - Espacio para sus pendientes
    - Se sienten escuchados
    - Darle seguimiento a las preucupacions
2. Que podemos mejorar?
    -

Evaluation & Closing

1. what went well?
    -
2. What can we improve?
    -

Gracias!
Thank you!

Believe. Belong. Become.
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Grupo de Padres Líderes ACE HS!

4/5/22 5:00 pm

ACE Charter Schools

Bienvenida e Introducciones

Agenda

- 5:00 Bienvenida
- 5:05 Recordatorio de normas
- 5:15 Rompehielo
- 5:25 Objetivos y Propósito
- 5:30 Reportes
- 5:35 Entrenamiento
- 6:00 Resumen y Siguientes Pasos
- 6:10 Evaluación
- 6:20 Cierre/Conclusión

- 5:00 Welcome
- 5:05 Norms review
- 5:15 Icebreaker
- 5:25 Objectives & Purpose
- 5:30 Reports
- 5:35 Training
- 6:00 Summary and Next Steps
- 6:10 Evaluation
- 6:20 Closing

Repasar normas para asegurar productividad del PLT
Review PLT norms to ensure productivity

Nos mantenemos enfocados al..

- Llegar a tiempo y preparados
- Profesionalismo y liderazgo van de la mano
- Estar presente/colaborar/participar
- Hablar solo uno a la vez y/o pedir la palabra
- Permanecer el el tema/enfocados
- Temas de estacionamiento y/o para después
- Nunca assumir nada personal; estamos aquí por el bienestar de nuestros ninos/comunidad
- Hacer preguntas para clarificar si hay duda

We will stay focus by...

- Stay on topic

Reflection/Rompehielo

¿Qué espera sacar usted de esta Reunión de Investigación?

Reflexion/icebreaker

What is it that you would like to get out of this Research Meeting?

Propósito de hoy

- Aprender a realizar una reunión de investigación
- Desarrollar nuestras habilidades de liderazgo
- Asignar papeles/roles
- Seleccionar preguntas
- Practicar la reunión 1-2 veces antes del dia

Purpose for today

- Learn how to conduct a research meeting
- Build our leadership skills
- Assign roles
- Select questions
- Practice the meeting 1-2 times before the day of

Reportes
Reports

Reportes

***Próximas Reuniones**

- Planear la Reunión de Investigación, 04/05 @ 5 pm
- Finalizar preguntas;
- Planear/practicar la Reunión de Investigación;
- Practica;

***Reunión de Investigación**

- Miércoles 27 de abril, 6pm

***Quien va mandar el correo electrónico con la invitación?**

- Sra. Molina

***Evaluación de la Reunión**

- Cuando? Preferiblemente después de la reunión de investigación

Reports

ACE

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Creer. Pertenecer. Lograr.



Entrenamiento
Training

Cómo Realizar una Reunión de Investigación

How to Conduct a Research Meeting

Principio de Organizar

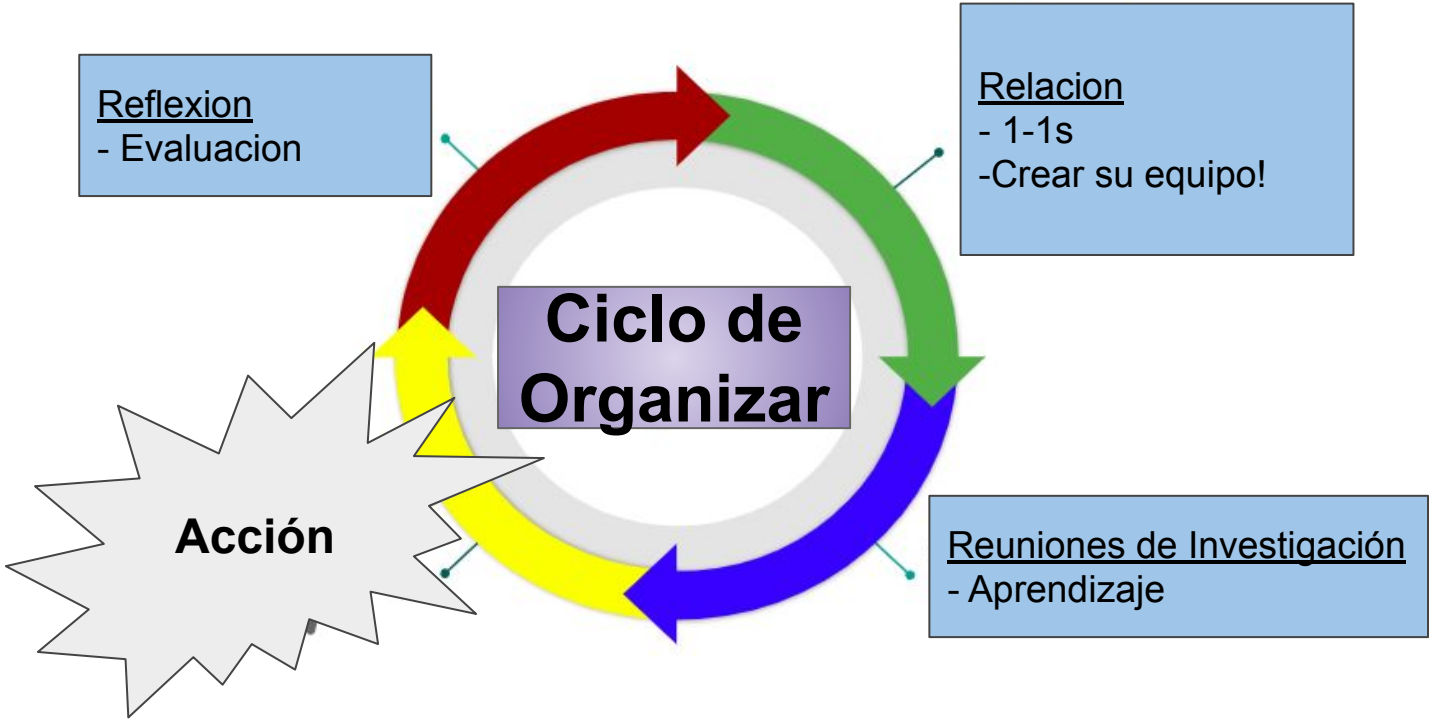
“Entrar inteligentes, salir aún más inteligentes”

Organizing Principle

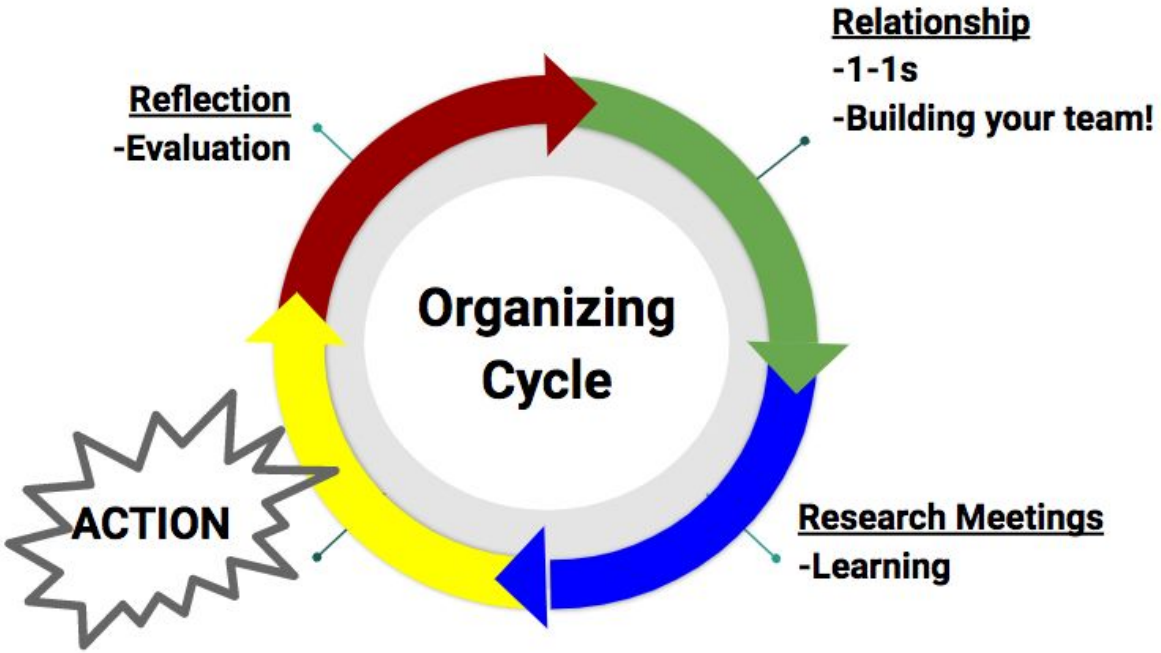
“Go in smart, come out smarter”

Repasar el Ciclo de Organizar
Review the Organizing Cycle

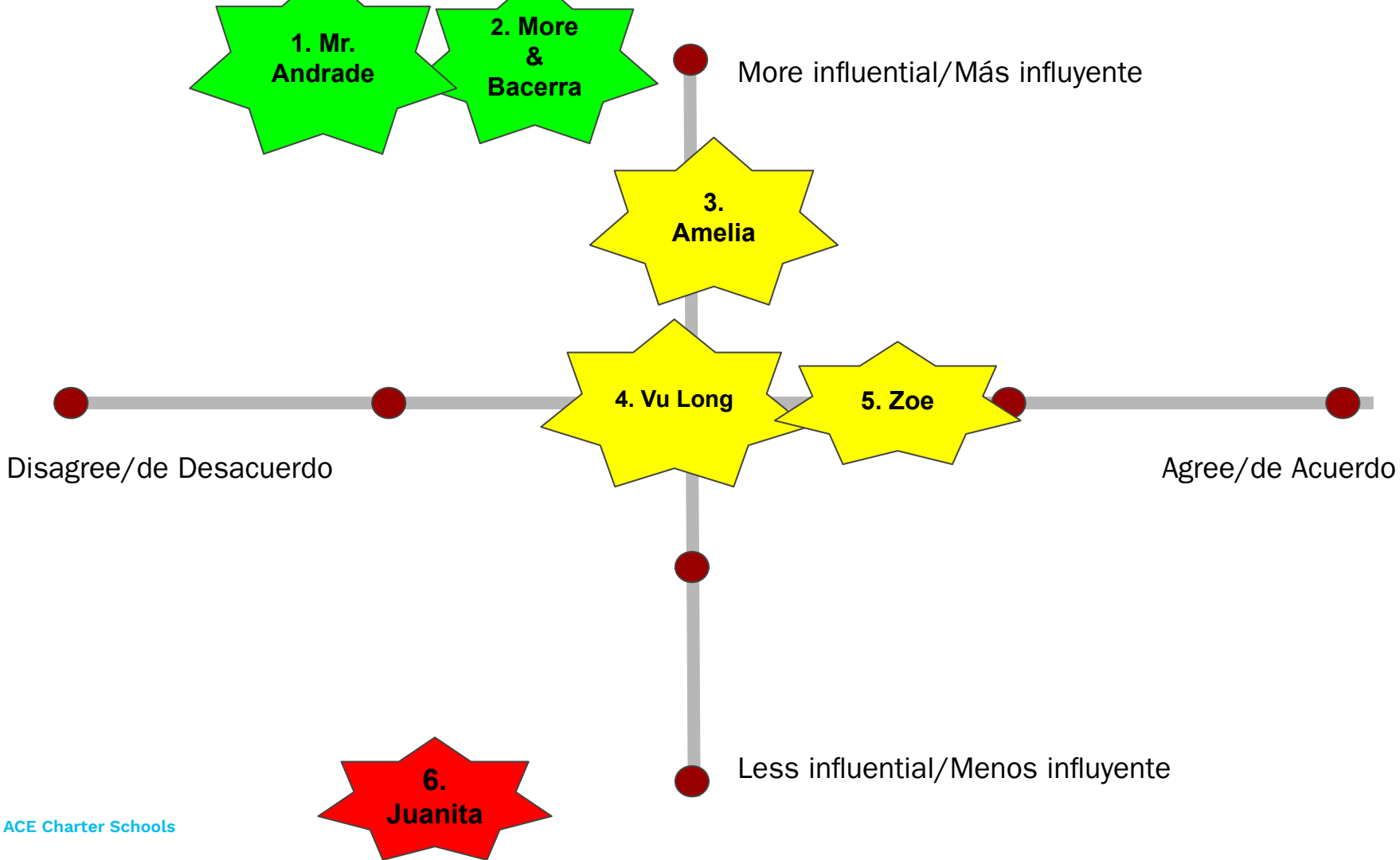
“Entrar inteligentes, salir aún más inteligentes.”



“Go in Smart, come out smarter.”



Mapa de Poder; quien tiene el poder o las respuestas?
Power Map; who holds the power or the answers?


1. Mr. Andrade
2. More & Bacerra
More influential/Más influyente
3. Amelia
4. Vu Long
5. Zoe
Disagree/de Desacuerdo
Agree/de Acuerdo
6. Juanita
Less influential/Menos influyente

Dirigente: Sra. Molina

Chair: Ms. Molina

Rol de Dirigente

- Facilita la reunión
- Controla la agenda
- Maneja el tiempo
- Establece el propósito
- Pide "Respuesta del Invitado" después de testimonios
- Aprueba preguntas de seguimiento
- Cierra la reunion

Chair's role

- Facilitates the meeting
- Controls the agenda
- Manages time
- Sets the purpose
- Asks for "Guest Response" after the testimonies
- Approves follow-up questions
- Closes the meeting

Credencial; quienes somos

Credential; who are we

Credencial

Somos un grupo de padres líderes unidos que representan a más de mil familias en 4 escuelas en el centro y East Side de San José. En 2008, abrimos nuestra primera escuela secundaria en la comunidad de Mayfair, ACE Empower Academy. En mayo de 2020, vimos a nuestro primer grupo de estudiantes graduarse de la universidad y todos ellos fueron los primeros en su familia en hacerlo.

Como padres líderes, hemos estado a la vanguardia de la creación de cambios positivos en nuestras comunidades a través de la promoción educativa. Nos esforzamos por asegurarnos de que nuestras familias y estudiantes Crean en su propia grandeza, Pertenezcan a una comunidad de apoyo y Logren ser alguien que reconozca su propio potencial.

Credential

We are a group of united parent leaders representing over a thousand families in 4 schools in downtown and East Side San Jose. In 2008, we opened up our first middle school in the Mayfair Community. In May 2020, we saw our first group of students graduate from college and all of them were the first in their family to do so.

As parent leaders, we have been at the forefront of creating positive change in our communities through educational advocacy. We strive to ensure that our families and students Believe in their own greatness, Belong to a supportive community, and Become someone who recognizes their own potential.

Credencial; Maribel

- Lee la credencial en dos minutos o menos

Credential

- Reads the credential in 2 minutes or less

Testimonio: Irene
Testimonial

Testimonios

- Comparte su historia preparada y escrita en 2 minutos o menos.
- Testimonio preferible que esté afectado directamente con el problema.

Testimonials

- Shares their prepared and typed story in 2 minutes or less.
- Strong testimony and how is this affecting directly to the issue.

Respuesta de Invitado(s) al testimonio
Guest Response(s) to the testimony

Respuesta de invitado

- Dirigente pide a los invitados que comparta pensamientos sobre testimonios en 2 minutos o menos.

Guest Response

- Chair asks guest to share thoughts on testimonies in 2 minutes or less.

Maestros de Preguntas: PLs

Question Masters: PLs

Maestros de Preguntas

- Hacen las preguntas
- Escucha por la respuesta
- Escuche "lo que dicen, no cómo lo dicen"
- Respondió a la pregunta? Si no, haga una de seguimiento

Question Masters

- Asks the questions
- Listens for the answer
- Listen to “what they say, not how they say it
- Did they answered your question? If not ask a follow up question

Tipos de Preguntas
Types of Questions

Temas Claves

- Persona/les
  - Qué podemos aprender sobre la persona?
- Problema
  - Qué es lo que necesitamos aprender del problema?
- Politica
  - Qué podemos aprender que no ya sabemos?
- Estadisticas
  - Demuestra la brecha academica

Key themes

- Person/al
  - What can we learn about the person?
- Issue
  - What do we need to learn about the issue?
- Politics
  - What can we learn that we don’t already know?
- Data
  - Shows the achievement gap

5-7 preguntas claves

- Van a regresar al ano 22-23?
- Creen en los estudiantes/maestros?
- Cómo celebran a los estudiantes/maestros/coach cuando cumplen sus metas?
- Comunicación con las familias, como?
- Seguridad de los estudiantes; a la entrada y salida de la escuela y durante el día a los niños que tienen periodos libres
- Retención y Reclutamiento: Transportacion
- Educación/reparación para las familias y estudiantes sobre el camino al colegio.
- Paseos a la universidad para motivarlos

5-7 Key questions

Resumen y Próximos Pasos: Reyna

Summary & Next Steps: Reyna

Resumen y Próximos Pasos

- Toma nota de los puntos importantes
- Resume la reunión y la menciona al final
- Dejando muy en claro lo siguientes pasos para todos

Summary and Next Steps

- Takes note of important points
- Summarizes the meeting and mentions it at the end
- Leaving next step very clear for everyone

Cierre de reunion: Sra. Molina

Closing of Meeting: Mrs. Molina

Reflexion
Reflection

Reflexion: todos los PLs

Reflexion Interna

Después de que el invitado se vaya

1. Organizadores
   a. +/- de nuestras habilidades
2. Reunion de Investigacion
   a. Persona
   b. Tema
   c. Política

Reflection: All PLs

Internal Reflection

After guest leaves

1. Organizers
   a. Pros & Cons on our organizing skills
2. Research Meeting
   a. Person
   b. Issue
   c. Politics

Evaluación y concluyendo

1. **¿Que salio bien?**
   - Todos participaron
   - Mucha info y muy buena
   - PLs activos
2. **Que podemos mejorar?**
   -

Evaluation & Closing

1. **what went well?**
   -
2. **What can we improve?**
   -

Agenda para el dia de hoy, 4/12

ACE Charter Schools

- 5:30 Bienvenida
- 5:35 Proposito de Reunion
  - Continuación de planificación: Reunion de Investigacion
- 5:40 Reporte del Cafecito
  - + observaciones de Mrs. García y otros PLs
- 5:50 Formular preguntas para la reunion del dia 27
- 6:10 Resumen y Siguientes Pasos
- 6:20 Cierre de la Reunion

- 5:30 Welcome
- 5:35 Purpose of Meeting
  - Continue the planning of RM
- 5:40 Report of Cafecito
  - + Observations from Mrs. Garcia and other PLs
- 5:50 Formulate questions for the RM on the 27th
- 6:10 Summary and Next Steps
- 6:20 Closing of the Meeting

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Creer. Pertenecer. Lograr.

ACE HS Parent Leader Team

Reunión de Investigación -Líderes Escolares
Research Meeting -School Leaders

5/04/2022 6-7 pm

Bienvenida: Sra. Molina

Welcome

Agenda

ACE Charter Schools

- 6:00 Bienvenida
- 6:05 Introducción de Agenda
- 6:10 Propósitos de la Reunión
- 6:15 Introducciones
- 6:20 Credencial
- 6:25 Testimonio
- 6:30 Seccion de Preguntas y Respuesta
- 7:00 Resumen y Siguientes Pasos
- 7:10 Cierre de la Reunion

- 600 Welcome
- 6:05 Introduction of Agenda
- 6:10 Objectives & Purpose of Meeting
- 6:15 Introductions
- 6:20 Credential
- 6:25 Testimony
- 6:30 Question and answer session
- 7:00 Summary and Next Steps
- 7:10 Closing of the Meeting

Introducciones: Sra. Molina

Introductions: Ms. Molina

Proposito de la reunion: Sra. Molina

- **Trabajar abiertamente con la escuela, los padres y la comunidad para el bienestar de nuestros estudiantes**
- **Establecer una mejor comunicación entre, maestros, estudiantes, personal y padres**
- **Establecer metas para la seguridad de los estudiante en la escuela**
- **Establecer una plan de acción tanto para los estudiantes que están atrasados como para los que estan adelantados**
- **Trabajar juntos para mantener un cultura positiva, de optimismo, universitaria y ganas**

Purpose of meeting: Mrs. Molina

- **Work openly with the school, parents, and community for the well-being of our students**
- **Establish better communication between, teachers, students, staff and parents**
- **Set goals for student safety at school**
- **Establish an action plan for both students who are behind and those who are ahead**
- **Work together to maintain a positive, optimistic, college-going, and Ganas culture**

Credencial: Sra. Reyes

Credential: Ms. Reyes

Credencial

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Credential

We are a group of united parent leaders representing over a thousand families in all 4 of our schools in downtown and East Side San Jose. In 2008, we opened up our first middle school in the Mayfair Community. In May 2020, we saw our first group of students graduate from college and all of them were the first in their family to do so.

As parent leaders, we have been at the forefront of creating positive change in our communities through educational advocacy. We strive to ensure that our families and students Believe in their own greatness, Belong to a supportive community, and Become someone who recognizes their own potential.

Testimonio: Sra. Moran
Testimonial: Ms. Moran

Irene Moran

Hola, mi nombre es Irene Moran y actualmente soy madre de tres hijos en ACE. Cuando llegué por primera vez a ACE, estaba aterrorizado porque no sabía qué esperar. Tenía dos niños, ambos con IEP y muy por debajo del nivel de grado. Ambos tenían un tartamudeo severo y experimentaron intimidación a causa de ello. Mi expectativa en ese momento era verlos graduarse de la escuela secundaria ya que yo había dejado la escuela cuando era una madre adolescente.

Ahora que soy padre, puedo ver que la participación de los padres juega un papel importante en el rendimiento académico de los estudiantes. Mirando hacia atrás, desearía haber tenido la oportunidad de recibir el mismo nivel de servicios que reciben mis hijos en ACE. Mis dos hijos ya no necesitan terapia del habla y ambos están al nivel de su grado.

ACE representa una gran oportunidad para demostrar que cada estudiante puede tener éxito si se le da la oportunidad. Sin embargo, también tuve la oportunidad de realizar mi propio potencial como padre. Ahora creo que tengo la capacidad de realmente hacer una diferencia a nivel de la junta y abrir las puertas a futuros padres. ACE no solo cambió la vida de mis hijos, también cambió la mía. Ahora sé que mis hijos pueden tener un futuro mejor y asistir a la universidad gracias a ACE. Gracias.

Irene Moran

Hello my name is Irene Moran and I am a current parent with three children at ACE. When I first came to ACE I was terrified because I didn't know what to expect. I had two boys both with IEP's and far below grade level. They both had a severe stutter and experienced bullying because of it. My expectation at that time was to see them graduate from high school since I had dropped out as a teen mom.

Now that I am a parent, I can see that parent involvement plays a big role in students' academics. Looking back, I wish I would have had the opportunity to receive the same level of services that my kids are receiving at ACE. My two boys no longer need speech therapy and are both at grade level.

ACE represents a tremendous opportunity to prove that every student can succeed if given the chance. Yet, I was also given the chance to realize my own potential as a parent. I now believe that I have the capacity to truly make a difference at the board level and open the doors to future parents. ACE not only changed my kids' life, but it changed mine. Now I know that my kids can have a better future and attend college because of ACE. Thank you.

Reacciones de Invitados

Guest Reactions

Preguntas: PLs
Questions: PLs

Pregunta 1: Sra. Molina

Colegio; ¿Para nosotros como padres es muy muy importante que tanto los estudiantes, maestros, y nosotros los padres estemos preparados e informados sobre el proceso de aplicar al colegio, dicho eso, nos pueden dar una actualización sobre el departamento de colegio?

Question 1: Ms. Molina

College; For us as parents, it is very very important that both students, teachers, and parents are prepared and informed about the process of applying to college. With that said, can you give us an update on the college department?

Pregunta 2: Sra. Marron

Para la retención y reclutamiento de estudiantes; la escuela está planeado tener transporte para el año que viene? Si no, ¿por qué no? Si, cuál será el proceso para informar a la comunidad?

Question 2: Ms. Marron

For student retention and recruitment; Is the school planning to have transportation for next year? If not, why not? If yes, what will be the process so we can inform the community?

Pregunta 3: Sra. Sumano

Comunicación;
¿Qué métodos o sistemas usan para comunicarse con las familias en el día a día? Cafecito, reuniones por grado/grupos, examenes, conferencias, situaciones de emergencia, etc?

Question 3: Ms. Sumano

Communication;
What methods or systems do you use to communicate with families on a day-to-day basis? Cafecito, meetings by grade/groups, conferences, emergency situations, etc?

Pregunta 4: Sra. Aguirre

¿Quién está encargada de contestar y/o regresar las llamadas que entran a la oficina y que es la expectativa cuando un padre necesita una llamada de regreso?

Question 4: Ms. Aguirre

Who is in charge of answering and/or returning calls that come into the office and what is the expectation when a parent needs a return call?

Pregunta 5: Sra. Licon

¿Por qué hay estudiantes que tienen más de un periodo abierto y que hacen durante ese tiempo libre?

Question 5: Ms. Licon

Why do students have more than one open period and what do they do during that free time?

Pregunta 6: Sra. Moran

Seguridad de los estudiantes: Sabemos que es responsabilidad de la escuela y también de los padres de mantener a los niños seguros en el plantel, Incluyendo los niños que tienen periodos libres, dicho esto cuáles son sus medidas/métodos para mantener la seguridad de los estudiantes y cómo nosotros como padres podemos ayudar/apoyar?

Question 6: Ms. Moran

Student safety; We know that it is the responsibility of the school and also of the parents to keep students safe on campus, including students who have free periods. That being said, what are your measures to maintain the safety of the students and how can we as parents help/support?

Pregunta 7: Sra. Reyes

En diciembre ustedes mandaron pedir fotos de los estudiantes para hacerles sus identificaciones, ¿por qué si los estudiantes ya estaban en persona? Y ya están listas las IDs de los estudiantes? Y si no ¿Cuándo para cuándo las podemos esperar pues creemos que son necesarias para que ellos se puedan identificar dentro y fuera de la escuela?

Question 7: Ms. Reyes

In December you asked for photos of the students to make their identifications, why, when the students were coming to school in person? Are the student IDs ready? And if not, when can we expect them because we believe they are necessary so that they can be identified inside and outside the school?

Pregunta 8: Sra. Marron

Cultura de la Escuela;
En su opinión y bajo su liderazgo creen que la escuela tiene una cultura que representa nuestros valores como comunidad de Respeto, Orgullo y Ganas?

Después que respondan todos

¿Creen que hay espacio para crecer?

Question 8: Ms. Marron

School Culture;
In your opinion and under your leadership, do you believe that the school has a culture that represents our core values as a community of Respect, Pride, and Ganas?

Let everyone respond

Do you think there is room for growth?

Pregunta 9: Sra. Aguirre

¿Cómo reconocen y celebran a los estudiantes, maestros, coaches, y personal cuando logran cumplir sus metas y/o objetivos?

Question 9: Ms. Aguirre

How do you recognize and celebrate students, teachers, coaches, and staff when they achieve their goals and/or objectives?

Pregunta 10: Sra. Hernandez

¿Cómo identifican a los estudiantes, maestros etc que necesitan más apoyo/ayuda y cuales son las estrategias y recursos para ayudarlos a cumplir su metas a ellos también?

Question 10: Ms. Hernandez

How do you identify the students, teachers, etc who need more support/help, and what are the strategies and resources to help/support them meet their goals as well?

Pregunta 11 Sra. Molina

Por último, nosotros como padres y miembros de esta comunidad ¿cómo podemos ayudar y/o apoyar sus esfuerzos para que ACE HS sea una escuela de buena calidad para nuestra comunidad?

Question 11: Ms. Molina

Lastly, how can we as parents and members of this community can help and/or support your efforts to make ACE HS a quality school for our community?

Resumen y Próximos Pasos: Sra. Sumano
Summary & Next Steps

ACE

Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Thank you.



Reflexion

Reflexion Interna

1. Organizador +/- de nuestras habilidades
   a. +
   b. -
2. Reunion de Investigacion
   a.

Reflection

Internal Reflection

1. Organizer
   a. Pros & Cons on our organizing skills
2. Research Meeting
   a. Person
   b. Issue
   c. Politics

Evaluación y concluyendo

1. **¿Que salio bien?**
   -
2. **Que podemos mejorar?**
   -

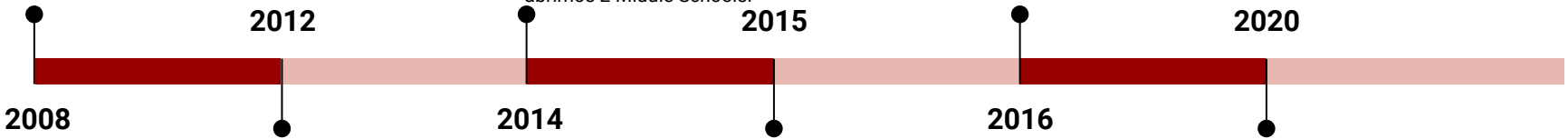
Evaluation & Closing

1. what went well?
   -
2. What can we improve?
   -

STOP HERE!

Historia de ACE

ACE Charter Schools



ACE Empower abre

ACE Charter Middle School abre en la comunidad de Mayfair con 95 estudiantes en 5o y 6o, 4 maestros, y 3 administradores

ACE Charter HS abre y ACE Empower abre su campus permanente

ACE Charter HS abre con 100 estudiantes en 9o. ACE Empower recibe $1M de la ciudad de San José con el apoyo de la Iglesia de Guadalupe y 250 familias que llegaron al distrito

ACE Creative Arts Academy abre y ACE Franklin-McKinley fue aprobada

Con el apoyo del movimiento de Small Schools y Innovate, abrimos 2 Middle Schools.

ACE Esperanza abre

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ACE San José abre, primer clase de ACE Charter HS se graduan, y ACE Creative Arts academy ciera

ACE Inspire abre con 100 estudiantes en 5o y 6o. 98% de estudiantes de ACE Charter HS son elegibles para el colegio

First group of students graduate from college

La primer clase de graduados de ACE Charter HS logran recibir su licenciatura.