

ACE Charter School Charter

AFFIRMATIONS/ASSURANCES

*As the authorized lead petitioner, I, Greg Lippman, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school to be named **ACE Charter School** is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School:*

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the ACE Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the ACE Charter School. Admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this State. However, if the number of students who wish to attend the Charter School exceeds the School's capacity, attendance, except for existing students of the school, shall be determined by a public random drawing. If a drawing is necessary, preference will be given to students currently attending the charter school and students who reside in the district (except as provided for in section 47614.5) and as approved within this charter in accordance with 47605(d)(2)(B) and 47605.3. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]

- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the ACE Charter School including but not limited to:
 - The ACE Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The ACE Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The ACE Charter School shall comply with any jurisdictional limitations to locations of its facilities.
 - The ACE Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The ACE Charter School shall comply with all applicable portions of the No Child Left Behind Act.
 - The ACE Charter School shall comply with the Public Records Act.
 - The ACE Charter School shall comply with the Family Educational Rights and Privacy Act.
 - The ACE Charter School shall meet or exceed the legally required minimum of school days.

Signed,
Greg Lippman
Executive Director, ACE Public School Network

Date

I. EDUCATIONAL PHILOSOPHY AND PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

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

MISSION

The ACE Charter School’s mission is to help low-achieving students change their academic trajectory away from failure and accelerate them toward proficiency as a stepping stone to college. The ACE Charter School will be a 5th-8th grade middle school that will seek to recruit incoming students who have fallen significantly below grade level. The school’s graduates will enter 9th grade proficient in English-Language Arts and Math as measured by the California Standards Test (“CST”) portion of the state STAR program, and will possess the skills, knowledge, and work ethic to thrive in a rigorous college-prep high school curriculum.

EDUCATIONAL PHILOSOPHY

The educational philosophy of the ACE Charter School is based on the growing body of research which decisively shows that the achievement gap for “at-risk” students—mostly low-income children of color—can be bridged if schools and communities focus their attention on a few key tasks.

These key tasks are neatly summarized in a project called “Dispelling the Myth,” a program initiated by The Education Trust, a national education advocacy organization dedicated to eliminating the achievement gap. This project focuses on the work of schools that are “making significant strides in narrowing gaps in academic achievement among students, posting achievement that significantly exceeds state averages, or improving student performance at a rapid pace.” The organization has identified several common strategies among the most successful “gap-closing” schools, all of which form a central part of the ACE Charter School design:

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

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

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

The entire ACE Charter School program is built around these six elements. The philosophy of the ACE Charter School is based on a fundamental belief that, if these elements are implemented

effectively and relentlessly, then students who have fallen far behind their peers can and do achieve academic excellence.

WHOM THE CHARTER SCHOOL IS ATTEMPTING TO EDUCATE

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

AN EDUCATED PERSON IN THE 21ST CENTURY

ACE Charter School will work to prepare its graduates for life-long success, with the knowledge, work habits, and attitudes that help them thrive in high school, higher education, and beyond. To be an educated person in the 21st Century, it is important to have a college degree; the school’s goal is to provide a springboard for students and families who are extremely underrepresented in college. In order to go on to succeed in college and in their chosen profession, students will need to become:

- Fluent readers and writers who can think critically about texts and argue persuasively
- Precise problem-solvers who can handle multi-stage, open-ended problems
- Knowledgeable about the historical, scientific and artistic movements and prominent figures which shape the modern world
- Proficient in the skills and knowledge contained in the California State Standards

But knowledge and skills will not be enough to ensure that the school’s graduates will thrive in the world after middle school; the school program and culture will also focus on helping students develop the habits, attitudes, and work ethic necessary to sustained success, a combination of attributes that the school calls *Ganas*, a Spanish word which can be translated as desire, will or effort. The concept of *Ganas* includes the habits of mind and work that are critical to long-term academic success, including self-discipline, strong study and research skills, the ability to collaborate effectively with a diverse group of people, and the confidence to invest themselves fully in their work.

HOW LEARNING BEST OCCURS

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

1. Having high expectations for all students

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

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

To reach the school’s dual goal of academic proficiency and college readiness, teachers and staff will consistently analyze student performance on external and internal formative and summative assessments in order to adjust curriculum and instruction to meet student needs. A strong

professional culture where teachers receive abundant training and feedback around school-wide best practices will help foster a professional climate of collaboration and ongoing improvement.

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

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

4. Using purposeful professional development to improve teachers' skills

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

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

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

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

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

INSTRUCTIONAL PROGRAM

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

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

Students will move through an age-appropriate curriculum for English-Language Arts, Math, History-Social Studies, Science, and Visual/Performing Arts at each grade level. Spanish and Applied Science will be electives available to students who have gone through the remediation courses and subsequently need significantly less time for literacy and numeracy remediation. The extended daily and yearly schedule will allow for additional academic programming and culture-building, personalized support systems, and activities to help students develop the personal skills and resilience they will need for college success.

At ACE Charter School, students will accelerate toward proficiency as a result of the school's two-pronged curriculum: 1) a rich, inclusive core curriculum directed at mastering grade-level standards, and 2) separate intervention courses and additional remediation and tutoring during Tutorial, Saturday Academies, and the summer program. The interdisciplinary core courses (English-Language Arts/History-Social Science and Math/Science), which are taken by all students, will be heterogeneously grouped, without regard for achievement level. Students are supported in their achievement in these rigorous courses through the use of specialized instructional strategies that provide all students with appropriate levels of challenge and support, with a primary focus on providing differentiated instruction to serve all students.

At the same time as students are participating in these grade-level core courses, those students who are performing below grade-level in reading and mathematics participate in intervention coursework designed to bring them up to proficiency. Intervention courses are homogeneously grouped, based on ability. Students remain enrolled in reading and math intervention until they are ready to participate in grade-level appropriate curricula without the support of the separate intervention courses.

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

ENGLISH LANGUAGE LEARNERS

Based on the ARUSD student population, it is anticipated that a significant segment of the school's student body will be English Learners (ELs). This will necessitate that the school provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. All courses at the school will employ instructional techniques that have proven to be successful at providing EL students access to rigorous content and instruction while simultaneously building English language proficiency. In addition, the school will place significant emphasis on bridging the school-home gap with families whose first language is not English.

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

SPECIAL EDUCATION STUDENTS AND STUDENTS WITH DISABILITIES

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

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

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

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

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

II. MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.”

- California Education Code Section 47605(b)(5)(B)

Schoolwide Outcomes

ACE Charter School will strive to meet all of the following targets and achievement benchmarks. If student achievement and other data should indicate that the school is not yet meeting these targets and benchmarks, the school will modify its program to improve performance in that area.

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

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

III. METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

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

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

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

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

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

ACE Charter School uses assessment data for many purposes: to improve its program; to communicate results; and to determine success. A careful analysis of all assessments provides a basis for program evaluation and change; curriculum revision and implementation; scheduling; grouping; staffing; and resource allocation. Student achievement results are also shared with all stakeholders. Assessment to determine success provides a means of measuring how well students have learned; how successful instruction was; how successfully the curriculum is addressing students’ learning needs; how well the instructional program is working; and how ACE Charter School’s results compare with those of the district, state, and nation.

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

The ACE Charter School will select a school-based computer information system which will facilitate the collection and sharing of all data as appropriate and legal.

Data Collection, Dissemination and Analysis

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

Data source	Collection, Dissemination and Analysis	Person responsible
CST data	CST data is collected and disaggregated by grade level and other important subgroups. Led by the Principal and Literacy Coordinator, teachers use CST data to guide curriculum and assessment design and provide target areas for schoolwide, group, and individual student intervention and remediation.	Principal, Literacy Coordinator
CELDT data	The Literacy Coordinator oversees the administration of the CELDT test, collects and disseminates CELDT scores to teachers and works with teachers to ensure that curriculum and instruction address EL student needs, and that appropriate differentiation and interventions are provided in regular classroom and during intervention times.	Literacy Coordinator
Diagnostic assessments	Teachers administer diagnostic tests regularly over the course of the year and use student achievement data from these tests to signal schoolwide and individual student areas of weakness and strength. Teachers use this data in on-going curriculum and instructional design to ensure that students are meeting necessary benchmarks in a timely fashion.	Teachers
School-based formative assessments	Teachers design and implement regular standards-based formative assessments to track student progress toward mastery. The Principal and Literacy Coordinator coach teachers on the design and implementation of these formative assessments and collaborate with teachers to assess the results of these assessments and use them to shape on-going curriculum and instructional development.	Principal, Literacy Coordinator, Teachers
School-based summative assessments	Under the direct guidance of the Principal and Literacy Coordinator, teachers design summative assessments to gauge student mastery of state standards. The results of these assessments are collected in standards-based report cards for all students. The results of these assessments drive schoolwide program design, intervention and remediation delivery, as well as student promotion decisions.	Principal, Literacy Coordinator
Attendance and Discipline data	The Principal will collect and assess attendance and discipline data, and share the data with staff and families as necessary. The Principal uses this data to guide schoolwide program design to ensure high attendance levels and a safe learning environment.	Principal

Use of Multiple Measures of Assessment

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

- Aggregated data on student performance as a whole, such as the results of the CST, is used to determine how successfully curriculum and instruction is addressing students' learning needs; how well the instructional program is working; and how ACE Charter School's results compare with those of the district, state, and nation. This data is used to drive overall program development.
- Disaggregated data, broken down by subgroup, demonstrates the degree to which the school is successfully addressing all categories of learners, especially ELs 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 promotion/retention.

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

IV. GOVERNANCE STRUCTURE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”

- *California Education Code Section 47605(b)(5)(D)*

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

Legal Status

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

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

Board of Directors

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

At least one director position is reserved for a parent of a student attending the ACE Charter School. With the exception of the potential County Board appointed representative and the parent representative, all other director positions will be held by community members with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development.

No interested persons (as defined in the corporate bylaws) may serve on the ACE Charter School Board of Directors. As further outlined in the bylaws, at no time shall a majority of the ACE Charter School directors also serve on the ACE Public School Network board.

The Board's initial composition includes:

ACE Charter School Board Members	Skills	Contact Information
Elizabeth Alvarez Parent, Community Leader	Community Engagement New School Development	elizart@comcast.net
Tamara Alvarado Executive Director, MACLA	Non-profit Management, Community Engagement	408 287-7174 tamara@maclaarte.org
John Marshall Collins Attorney	Legal, Facilities, Governance	408 287-9001 johnolaw@gmail.com
Mary Dominguez ACE Charter Parent	Community Engagement	408 945-6135 marydmngz@yahoo.com
Beth Gonzales Teacher, Milpitas Unified School District	Curriculum, Community Outreach	408 578-4956 bethpact@aol.com
Susan Hammer Former Mayor, City of San Jose	Governance, Fundraising	408 244-9566 mayorsusan@aol.com
Manou Mobedshahi President, Mobedshahi Hotel Group	Site Development, Community Leadership	manoum@mhotelgroup.com
Dr. Linda Murray former Superintendent, San Jose Unified School District, currently Superintendent in Residence, Ed Trust-West	Leadership, Curriculum School Reform	ltmurray@aol.com
Andrea Whittaker San Jose State University School of Education	Curriculum, Assessment Professional Development	408 934-3751 Andrea.Whittaker@sjsu.edu
Adam Zapala Staff Attorney, Bay Area Legal Aid	Community Engagement, Legal	408 283-3700 adamzapala@hotmail.com

With the exception of the parent representative, who shall serve a one year term, the founding Board of ACE Charter School shall serve staggered terms of either two or three year terms as drawn by lot. Subsequent Charter School Board members shall serve two year terms, except for the parent representative who shall serve a one year term.

The Board of Directors of the ACE Charter School will meet regularly, at least once a month, and in accordance with the Brown Act. Board Meetings will be conducted in accordance with Roberts Rules of Order. The Board of Directors will be responsible for the operation and fiscal affairs of the school including but not limited to: approval of all budget-related and financial activities connected to the school, communication, negotiation and collaboration with the authorizer, personnel actions, evaluation of school programs, participation in independent fiscal and programmatic audit, and long-term strategic planning. The Board of Directors is fully responsible for the operation and fiscal affairs of the School including but not limited to the following:

- Hire, promote, discipline and dismiss all employees of the School after consideration of a recommendation by the Executive Director or the ACE Charter School Principal.
- Approve all contractual agreements
- Approve and monitor the implementation of general policies of the school, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the school's annual budget and budget revisions
- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the school
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school-related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration
- Approve annual fiscal audit and performance report
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

The ACE Charter School shall adopt a conflicts code which shall comply with the Government Code Section 1090, Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school-specific conflicts of interest regulations¹. A draft of the Conflicts code will be submitted to the Santa Clara County Board of Supervisors for approval.

Role of Executive Director

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

- Develop and articulate the overall mission for ACE Charter School, including identifying the target student population

¹ It is the understanding of petitioners that the State Board of Education is developing charter school-specific conflicts of interest regulations. If the regulations when approved specifically clarify which of the conflicts rules apply to a charter school the Charter School shall be bound in accordance with the applicable law.

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

Role of Principal

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

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

- Ensuring that all elements of ACE Charter School are directed at helping the school achieve its mission of supporting low-achieving students to reach academic proficiency
- Creating a culture of achievement, responsibility, and *Ganas* for staff, students, and families
- Leading teachers and staff in the development and on-going improvement of a teaching and learning program specifically tailored to the needs of the school's target student
- Supervising, evaluating, and training school staff and teachers based on their ability to help the school succeed in meeting its academic goals and building a cohesive culture
- Guiding the school in its collection, analysis, and programmatic response to student achievement data
- Ensuring that all necessary District, County, State, and Federal reporting is completed in an efficient, accurate fashion
- Reaching out to parents, the District, the Santa Clara County Office of Education and the community to build a network of collaboration directed at student success
- Recruiting new students and families

- Recommendations to Board of hiring, discipline, dismissal of staff
- Ensuring a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement

Role of Teachers

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

- Designing and leading selected staff workshops
- Developing academic program and curriculum to meet evolving understanding of target student needs
- Engaging in community outreach, including family communication and school events and academic exhibitions
- Participating on key school committees, including the Charter School Advisory Board and IEP committees

Other Key Roles

- The *Literacy Coordinator* will lead the faculty in the design and implementation of the literacy program and will guide data analysis to support ongoing curriculum design.
- The *Business Manager* is responsible for making sure that school-based processes and tasks are managed effectively and efficiently.
- The *Lead Teacher* will be an experienced middle-school teacher with a deep background in literacy development who also has the leadership skills to guide the teaching staff in its work of identifying and implementing best practices in the classroom.
- *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 Charter School Advisory committees

V. EMPLOYEE QUALIFICATIONS

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

Overall Qualifications

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

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

There are other factors which are critical to professional success at ACE Charter School, including:

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

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

Teacher Qualifications

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

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

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

- a bachelor’s degree
- a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential

- demonstrated core academic subject matter competence

Pursuant to Education Code Section 47605(l), “It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, noncollege preparatory courses.” ACE Charter School shall present SCCOE with a list and description of non-core, noncollege courses for approval by SCCOE prior to exercising any flexibility pursuant to Education Code Section 47605(l) for employment of teachers in non-core, noncollege courses.

Job Qualifications for ACE Charter School Leadership

Executive Director

Primary job qualifications for the Executive Director include:

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

Principal

Primary job qualifications for the Principal include:

- Excellent communication and community-building skills
- Extensive knowledge of curriculum development and school design in schools that serve low-achieving students
- A record of classroom success with low-achieving students
- A record of success in developing teachers
- Experience in assessment and achievement data analysis
- Minimum 3 years working in urban public schools
- Minimum of conversational Spanish
- Educational background to include a BA and teaching credential

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

Literacy Coordinator

Primary job qualifications for the Literacy Coordinator include experience and expertise in teaching literacy to low-achieving students and EL students as well as excellent program design and management skills.

Business Manager

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

VI. HEALTH AND SAFETY PROCEDURES

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.”

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

ACE Charter School will create a complete guide of health and safety and emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster which will be fully in place by the time the school opens. A full draft of the Charter School’s health and safety policies and procedures shall be provided to the Santa Clara County Office of Education (SCCOE) for review and approval by June 30th of each year prior to operation.

In recognition of the SCCOE’s ongoing commitment to safety, the Charter School shall review the SCCOE policies on health and safety in developing its final policies and procedures for SCCOE approval.

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

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

- California Education Code Section 47605(b)(5)(G)

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

Recruitment Strategy

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

ACE Charter School will also develop partnerships with community centers, churches and other organizations who work with local children and families. As a result of the partnership with these schools and organizations, ACE Charter School will be able to hold numerous bilingual informational sessions for prospective students, widely distribute bilingual recruitment materials, and work to achieve racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of ARUSD. The ACE Charter School recognizes that the racial and ethnic balance at the school may vary from the general population of ARUSD because of its focus on a particular low-achieving target student.

ACE Charter School will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of ARUSD, including:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of ARUSD
- Partnerships with community organizations, churches and local elementary schools to ensure that all elements of the ARUSD community have access to information about ACE Charter School
- Public informational meetings with translators available for families

Public Outreach Campaign

ACE Charter School has planned a series of public outreach events, mailers, and other activities during the run-up to the opening of the school in 2008. All ACE Charter School events and

informational materials will be bilingual, and all recruitment activities will stress the school's focus on target students who have fallen significantly behind grade level and are in need of additional support.

VIII. ADMISSION REQUIREMENTS

“Admission requirements, if applicable.”

- California Education Code Section 47605(b)(5)(H)

Although ACE Charter School exclusively targets low-achieving pupils, the Charter School is a free public school open to all California residents without regard to prior academic achievement or the residence of the pupil or his or her parents in the State of California except as is required by Education Code Section 47605(d)(2)(B). Students shall be considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in the Charter School.

Public Random Drawing

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

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

Admissions and Enrollment Timeline

The following are the approximate timelines for admission that ACE Charter expects to use in Year 1. It is anticipated that this timeline will remain the same, but it may change over time.

- December-April: Bilingual information sessions, meetings with family groups, home visits
- February-April: Application materials sent to target students as well as interested families – open application period
- April 30: Application deadline
- First week of May: Public random drawing held, status of application mailed home to all students
- End of May and Early June: Enrollment seminars, family/student orientations held

² This preference may be given by “excepting” the siblings from the public random drawing in accordance with Public Charter Schools grant program guidelines.

Students on the waiting list are enrolled throughout the summer and the first three months of school as spaces open up. All applications received after the April 30 deadline are held on a space-available basis. In the case that the wait has been extinguished, those applications will be considered through a public random drawing for subsequent available spaces.

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

IX. FISCAL AND PROGRAMMATIC AUDIT

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

Fiscal Audit

The ACE Charter School Board will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements.

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

The Audit Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Santa Clara County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. ACE's Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the ACE Charter School Board with recommendations on how to resolve them. The ACE Charter School Board will submit a report to the Santa Clara County Superintendent of Schools describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Santa Clara County Office of Education along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the Santa Clara County Office of Education as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process outlined in this charter.

Programmatic Audit

The ACE Charter School will provide to the Santa Clara County Office of Education (SCCOE) an annual performance report. This report will include *at least* the following information:

- Summary data showing student progress toward the goals and outcomes listed above
- A summary of major decisions and policies set forth by the ACE Charter School Board of Directors during the year

- Data on the parent involvement in the School's governance (and other facets of the school) and summary data from the *Annual Community Survey*
- Data regarding the number of staff working at the school and their qualifications
- A copy of the school's health and safety policies and any major changes to those policies during the year
- Data showing whether ACE Charter School implemented the means listed in the charter to strive to achieve racially and ethnically diverse student population reflective of the territorial jurisdiction of the District
- A comprehensive view of ACE Charter School's admissions practices during the year, including information regarding the numbers of students enrolled, children on waiting lists and the students expelled and/or suspended
- Analyses of the effectiveness of ACE Charter School's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints
- Parent/Teacher satisfaction results from the *Annual Community Survey*
- Any other information regarding the educational program, the administrative, legal and governance operations of the ACE Charter School relative to compliance with the terms of the charter generally

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

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

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

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

X. PUPIL SUSPENSION AND EXPULSION

*“The procedures by which pupils can be suspended or expelled.”
- California Education Code Section 47605(b)(5)(f)*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at ACE Charter School (“ACE”). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ACE’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The ACE administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Executive Director/Principal’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom ACE has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. ACE will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom ACE has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at ACE or at any other school or a ACE sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending on the offense, a pupil may be suspended or expelled for serious misconduct not specified above.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director/Principal or the Executive Director/Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director/Principal. The conference may be omitted if the Executive Director/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Executive Director/Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

Upon a recommendation of Placement/Expulsion by the Executive Director/Principal or Executive Director/Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director/Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the ACE Governing Board following a hearing before it or by the ACE Governing Board upon the recommendation of an Administrative Panel to be assigned by the ACE Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Council member of the ACE's Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director/Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the ACE Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

ACE may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination,

the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the ACE Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. ACE must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, ACE must present evidence that the witness' presence is both desired by the witness and will be helpful to ACE. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the ACE Governing Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the ACE Governing Board who will make a final determination regarding the expulsion. The final decision by the ACE Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the ACE Governing Board is final.

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

I. Written Notice to Expel

The Executive Director/Principal or designee following a decision of the ACE Governing Board to expel shall send written notice of the decision to expel, including the ACE Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the ACE.

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

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from ACE shall be given a rehabilitation plan upon expulsion as developed by the ACE Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to ACE for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the ACE Governing Board following a meeting with the Executive Director/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director/Principal shall make a recommendation to the ACE Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the ACE's capacity at the time the student seeks readmission.

XI. RETIREMENT SYSTEM

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.”

- California Education Code Section 47605(b)(5)(K)

The ACE Charter School Executive Director is responsible for the implementation of financial procedures established by the ACE Charter School Board of Directors. ACE Charter School employees are paid according to a salary scale determined by the ACE Charter School Board of Directors. All ACE Charter School staff participate in the federal social security system and STRS/PERS as applicable to their position. ACE Charter School staff also have the option of participating in the school’s medical, dental and vision insurance plan. All employees and applicants are notified of their benefits options.

Salary and Benefits

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

XII. ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

- California Education Code Section 47605(b)(5)(L)

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

XIII. RIGHTS OF EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.”
- California Education Code Section 47605(b)(5)(M)

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

XIV. DISPUTE RESOLUTION PROCESS, OVERSIGHT REPORTING, RENEWAL

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”

- California Education Code Section 47605(b)(5)(N)

DISPUTES BETWEEN THE COUNTY OFFICE OF EDUCATION AND THE SCHOOL

Disputes between the ACE Charter School and the County Superintendent of Schools shall be handled in accordance with the School’s Memorandum of Understanding with the County Superintendent of Schools.

INTERNAL DISPUTES

Disputes arising from within the ACE Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and ACE Charter School Board members, shall be resolved pursuant to policies and processes developed by the ACE Charter School.

- Disputes shall first be brought informally to the Executive Director/Principal of the School for resolution.
- The Executive Director/Principal shall track all disputes in writing.
- The Executive Director/Principal shall facilitate discussion and resolution between all parties involved in the dispute.
- If the resolution is not resolved by discussion facilitated by the Executive Director/Principal, the matter may be brought before the School Board. The Executive Director/Principal shall provide a written summary of the dispute and all attempts at resolution for the School Board.

The decision of the School Board shall be final.

XV. LABOR RELATIONS

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

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

XVI. CLOSURE PROTOCOL

A description of the procedures to be used if the charter school closes. Education Code Section 47605(b)(5)(P)

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

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

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

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

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

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

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

As soon as reasonably practical, the School will prepare final financial records and will file any required annual reports. The School will also have an independent financial audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant approved by the County Superintendent and will be provided to the County Office promptly upon its completion.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School, and shall be distributed in accordance with the Bylaws upon the dissolution of the nonprofit public benefit corporation. All grant funds and restricted categorical funds will be returned in accordance with state and federal law, and all donated material and property will be returned if required. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

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

Attachment 3. ACE Charter School Financial Plan

Financial Plan Contents:

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

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

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

a. Table 1., funding sources anticipated to be available to the school for the fiscal year of the MOU and two subsequent fiscal years

ACCRUAL BASIS REPORTING

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
REVENUE						
FEDERAL INCOME	-	61,712	125,686	183,242	239,088	245,663
GENERAL BLOCK GRANT	-	626,735	1,276,441	1,876,663	2,458,982	2,526,604
OTHER STATE INCOME	600,000	102,668	238,723	348,044	410,332	466,602
LOCAL GRANTS AND FUNDRAISING	300,000	300,000	300,000	100,000	75,000	25,000
OTHER LOCAL REVENUE	-	-	-	-	-	-
TOTAL REVENUE	900,000	1,091,115	1,940,850	2,507,949	3,183,402	3,263,869
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
OPERATING INCOME						
BEGINNING BALANCE	-	611,647	244,649	178,451	170,787	235,755
OPERATING INCOME	611,647	(366,998)	(66,198)	(7,664)	64,968	167,535
ENDING FUND BALANCE	611,647	244,649	178,451	170,787	235,755	403,290
OPERATING RESERVE	7,033	35,735	49,824	62,572	77,586	77,413
CDE Charter School Revolving Loan Net Proceeds (net after principle payments)		250,000	200,000	150,000	100,000	50,000
Total Cash On Hand	618,680	530,384	428,275	383,358	413,340	530,702

b. Table 2., anticipated expenditures for the fiscal year of the MOU and two subsequent fiscal years

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
EXPENDITURES						

COMPENSATION & BENEFITS	204,330	933,634	1,378,534	1,522,782	1,888,829	1,950,369
BOOKS, INSTRUCTIONAL MATERIALS & SUPPLIES	10,000	195,014	357,181	464,966	579,346	491,578
SERVICES & OPERATING EXPENSES	74,023	262,023	250,683	511,015	633,859	641,387
CAPITAL OUTLAY	0	67,441	13,150	10,850	11,900	10,000
OTHER EXPENDITURES	0	0	7,500	6,000	4,500	3,000
TOTAL EXPENDITURES	288,353	1,458,113	2,007,048	2,515,613	3,118,434	3,096,334

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

At the time of signing this agreement, ACE has not adopted a detailed budget and cash flow for 2008-09. These documents will be adopted by the ACE Charter School Board of Directors and submitted to the Santa Clara County Office of Education before June 30, 2008. Upon the approval of the SCCOE, such documents would be attached and made a part of this agreement.

Note that the following detailed budget is derived using the accrual method.

Detailed Budget, Accrual Basis, Year 1, 2008-2009

	2008-09
REVENUE	
FEDERAL INCOME	61,712
GENERAL BLOCK GRANT	626,735
OTHER STATE INCOME	102,668
LOCAL GRANTS AND FUNDRAISING	300,000
OTHER LOCAL REVENUE	-
TOTAL REVENUE	<u>\$1,091,115</u>
EXPENSE	
COMPENSATION & BENEFITS	933,634
BOOKS & SUPPLIES	195,014
SERVICES & OPERATING EXPENSES	233,321
CAPITAL OUTLAY	67,441
OTHER EXPENDITURES	0
TOTAL EXPENDITURES	<u>\$1,429,410</u>
OPERATING INCOME	<u>(338,295)</u>
FUND BALANCE	
BEGINNING BALANCE	618,680
OPERATING INCOME	(338,295)
ENDING FUND BALANCE	<u>\$280,384</u>
OPERATING RESERVE	35,735
SPECIAL RESERVE	-
PROGRAM ENRICHMENT RESERVE	-
UNRESTRICTED FUND BALANCE	<u><u>\$244,649</u></u>

YEAR 1 ENROLLMENT & DEMOGRAPHICS

Grade 5	112
Total	112
Staff	5.5
ADA Rate	96%
Estimated ADA for school year	108
% Free & Reduced Lunch	80%
English Language Learner	60%
Facility Assumptions	70 sq. ft per student is planned. An 8,000 sq ft. facility is being sought.

MONTHLY CASH FLOW, YEAR 1 OF OPERATIONS, 2008-2009:

(A) BEGINNING CASH	SACS	July	August	Sept	October	Nov	Dec
Cash Receipts:	Code	611,647	499,028	417,574	547,830	517,737	430,394
Charter School General Purpose (in lieu)	8011	-	17,298	34,596	23,064	23,064	23,064
Charter School General Purpose							
Block Grant Allocation	8011	-		115,069	-	-	81,225
Categorical block grant entitlement	8480	-	-	18,754			13,238
In lieu of Economic Impact Aid (EIA)	8480	-	-	16,154			11,402
Lottery	8560	-	-	-	-	-	-
PCSGP (Federal Title Vb							
start-up/implementation)	8290		-	-	-	-	-
Title I - Compensatory Education	8290	-	-				
Free and Reduced Meal Program							-
Grants	8091	60,000	60,000	60,000	60,000	-	-
(B) TOTAL RECEIPTS		60,000	77,298	244,571	83,064	23,064	128,929
Cash Disbursements:							
Personnel							
Principal	1200	6,667	6,667	6,667	6,667	6,667	6,667
Teachers	1100-1199	25,208	25,208	25,208	25,208	25,208	25,208
Teacher Stipend - Summer Session				-	-	-	-
Teacher Stipend - Saturday Academies		-	-	413	413	413	413
Teacher Stipend - Prof Development							
Summer Workshop		-	-	-	-	-	-
Teacher Stipend - CLAD, B-CLAD							
& Lead Teacher					2,750		
Literacy/Special Ed Coordinator	12xx	2,917	2,917	2,917	2,917	2,917	2,917
Activities Director/PE Teacher		2,292	2,292	2,292	2,292	2,292	2,292
Substitute Teacher Costs (Sick Days)	1000-1199	-	-	481	481	481	481
Executive Director	23xx	10,300	10,300	10,300	10,300	10,300	10,300
Chief Business Officer (CBO)	0	-	-	-	-	-	-
Business Manager	23xx	5,625	5,625	5,625	5,625	5,625	5,625
Administrative Support	23xx	2,500	2,500	2,500	2,500	2,500	2,500
Benefits	3000-3999	11,109	8,709	8,709	8,709	8,709	8,709
Retirement	3000-3999	6,776	4,976	4,976	4,976	4,976	4,976
Staff development	5800	1,657	1,657	1,657	1,657	1,657	1,657
Staff Recruitment	5800	-	-	-	-	-	-
Total Personnel		75,050	70,850	71,743	74,493	71,743	71,743

(A) BEGINNING CASH	SACS	January	February	March	April	May	June	Total
Cash Receipts:	Code	457,116	377,973	360,585	414,302	357,198	329,779	611,647
Charter School General Purpose (in lieu)	8011	23,064	23,064	40,362	20,181	20,181	20,181	268,117
Charter School General Purpose								
Block Grant Allocation	8011	-	47,381	23,691	23,691	23,691	-	314,746
Categorical block grant entitlement	8480	-	7,722	3,861	3,861	3,861	-	51,297
In lieu of Economic Impact Aid (EIA)	8480		6,651	3,326	3,326	3,326	-	44,185
Lottery	8560	-	-	-	-	-	-	-
PCSGP (Federal Title Vb								
start-up/implementation)	8290	-	-	-	-		-	-
Title I - Compensatory Education	8290			24,685		24,685		49,370
Free and Reduced Meal Program		-	-	-	-	-	-	-
Grants	8091		-	60,000	-		-	300,000
(B) TOTAL RECEIPTS		23,064	84,819	155,924	51,058	75,743	20,181	1,027,714
								-
Cash Disbursements:								-
								-
Personnel								-
Principal	1200	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Teachers	1100-1199	25,208	25,208	25,208	25,208	25,208	25,208	302,500
Teacher Stipend - Summer Session		-	-	-	-	-	46,350	46,350
Teacher Stipend - Saturday Academies		413	413	413	413	413	413	4,125
Teacher Stipend - Prof Development								
Summer Workshop		-	-	-	-	-	15,000	15,000
Teacher Stipend - CLAD, B-CLAD								
& Lead Teacher								2,750
Literacy/Special Ed Coordinator	12xx	2,917	2,917	2,917	2,917	2,917	2,917	35,000
Activities Director/PE Teacher		2,292	2,292	2,292	2,292	2,292	2,292	27,500
Substitute Teacher Costs (Sick Days)	1000-1199	481	481	481	481	481	481	4,813
Executive Director	23xx	10,300	10,300	10,300	10,300	10,300	10,300	123,600
Chief Business Officer (CBO)	0	-	-	-	-	-	-	-
Business Manager	23xx	5,625	5,625	5,625	5,625	5,625	5,625	67,500
Administrative Support	23xx	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Benefits	3000-3999	8,709	8,709	8,709	8,709	8,709	11,109	109,304
Retirement	3000-3999	4,976	4,976	4,976	4,976	4,976	6,776	63,314
Staff development	5800	1,657	1,657	1,657	1,657	1,657	1,657	19,879
Staff Recruitment	5800	-	-	-	667	667	667	2,000
Total Personnel		71,743	71,743	71,743	72,410	72,410	137,960	933,634

SACS

Instruction and Supplies	Code	July	August	Sept	October	Nov	Dec
Student Supplies	4300	2,330	2,330	2,330	300	300	300
Textbooks	4100	22,806	22,806	-	-	-	-
Other Instructional Materials	4300	1,133	1,133	-	-	-	-
Student Uniforms	4300	2,800	2,800	-	-	-	-
Instructional Equipment	4400	1,322	1,322	1,322	-	-	-
Computers/Classroom Software	6400	7,700	7,700	7,700	-	-	-
Local Field Lessons	4300	721	721	721	721	721	721
Library and Media Center	6300	9,968	300	300	300	300	300
Athletic Equipment & Coaching	4300	769	769	769	-	-	-
Assessment Materials	5800	288	288	288	-	-	-
Special Education	5800	4,234	4,234	4,234	4,234	4,234	4,234
Free and Reduced Meal Program		-	-	-	-	-	-
Student Meals Saturdays &							
Summer Session		945	945	945	945	945	945
Classroom Furniture	6400	7,840	7,840	-	-	-	-
Health Supplies	4300	500	500	-	-	-	-
Total Instruction and Supplies		63,356	53,688	18,609	6,500	6,500	6,500
Service/Operating Expenses							
Equipment rental/maintenance	5600	583	583	583	583	583	583
Telecommunications equip	6400	83	83	83	83	83	83
Telephone service	5900	400	400	400	400	400	400
Internet Service	5900	83	83	83	83	83	83
Accounting System Upgrade							
Power School Attendance Software							
Office Computers/Software	6400	9,000	9,000	-	-	-	-
Office Supplies	4300	500	500	500	500	500	500
Office Furniture	6400	1,250	1,250	-	-	-	-
Printing and copying	5800	240	240	240	240	240	240
Postage and shipping	4300	96	96	96	96	96	96
Accounting/Audit Services	5800	300	300	300	8,500	8,500	300
Payroll Services	5800	123	123	123	123	123	123
Legal Services	5800	500	500	500	500	500	500
Insurance	54xx	596	596	596	596	596	596
Banking	5800	8	8	8	8	8	8

SACS

<i>Instruction and Supplies</i>	Code	January	February	March	April	May	June	
Student Supplies	4300	300	300	300	300	300	300	9,690
Textbooks	4100	-	-	-	-	-	-	45,612
Other Instructional Materials	4300	-	-	-	-	-	-	2,266
Student Uniforms	4300	-	-	-	-	-	-	5,600
Instructional Equipment	4400	-	-	-	-	-	-	3,966
Computers/Classroom Software	6400	-	-	-	-	-	-	23,100
Local Field Lessons	4300	721	721	721	721	721	721	8,652
Library and Media Center	6300	300	300	300	300	300	300	13,268
Athletic Equipment & Coaching	4300	-	-	-	-	-	-	2,307
Assessment Materials	5800	-	-	-	288	288	288	1,730
Special Education	5800	4,234	4,234	4,234	4,234	4,234	4,234	50,803
Free and Reduced Meal Program		-	-	-	-	-	-	-
Student Meals Saturdays & Summer Session		945	945	945	945	945	945	11,340
Classroom Furniture	6400	-	-	-	-	-	-	15,680
Health Supplies	4300	-	-	-	-	-	-	1,000
Total Instruction and Supplies		6,500	6,500	6,500	6,788	6,788	6,788	195,014
Service/Operating Expenses								
Equipment rental/maintenance	5600	583	583	583	583	583	583	7,000
Telecommunications equip	6400	83	83	83	83	83	83	1,000
Telephone service	5900	400	400	400	400	400	400	4,800
Internet Service	5900	83	83	83	83	83	83	1,000
Accounting System Upgrade							-	-
Power School Attendance Software					5,000		-	5,000
Office Computers/Software	6400	-	-	-	-	-	-	18,000
Office Supplies	4300	500	500	500	500	500	500	6,000
Office Furniture	6400	-	-	-	-	-	-	2,500
Printing and copying	5800	240	240	240	240	240	240	2,884
Postage and shipping	4300	96	96	96	96	96	96	1,154
Accounting/Audit Services	5800	300	300	300	300	300	300	20,000
Payroll Services	5800	123	123	123	123	123	123	1,478
Legal Services	5800	500	500	500	500	500	500	6,000
Insurance	54xx	596	596	596	596	596	596	7,152
Banking	5800	8	8	8	8	8	8	100

	SACS Code	January	February	March	April	May	June
Marketing/Development	5800	417	417	417	417	417	417
Interest Expense							
Management Fee charged by CMO							
ARUSD Supervisory Fee		608	608	608	608	608	608
Total Service/Operating Expenses		14,789	14,789	4,539	12,739	12,739	4,539
Facilities							
Rent	5600	13,720	13,720	13,720	13,720	13,720	13,720
Utilities	5600	980	980	980	980	980	980
Maintenance and Repairs	5600	417	417	417	417	417	417
Janitorial services & supplies	5500	1,750	1,750	1,750	1,750	1,750	1,750
Pest Control	55xx	167	167	167	167	167	167
Total Facilities		17,033	17,033	17,033	17,033	17,033	17,033
Subtotal Disbursements		170,227	156,359	111,924	110,765	108,015	99,815
Replacement Reserve		2,392	2,392	2,392	2,392	2,392	2,392
TOTAL DISBURSEMENTS		172,619	158,751	114,316	113,157	110,407	102,207
NET INCOME		(112,619)	(81,453)	130,256	(30,093)	(87,343)	26,722
Revolving Loan Proceeds					-		
Revolving Loan Repayments							
ENDING FUND CASH FLOW		499,028	417,574	547,830	517,737	430,394	457,116

	SACS Code	January	February	March	April	May	June	
Marketing/Development	5800	417	417	417	417	417	417	5,000
Interest Expense							-	-
Management Fee charged by CMO							-	-
ARUSD Supervisory Fee		608	608	608	608	608	608	7,294
Total Service/Operating Expenses		4,539	4,539	4,539	9,539	4,539	4,539	96,362
Facilities								
Rent	5600	13,720	13,720	13,720	13,720	13,720	13,720	164,640
Utilities	5600	980	980	980	980	980	980	11,760
Maintenance and Repairs	5600	417	417	417	417	417	417	5,000
Janitorial services & supplies	5500	1,750	1,750	1,750	1,750	1,750	1,750	21,000
Pest Control	55xx	167	167	167	167	167	167	2,000
Total Facilities		17,033	17,033	17,033	17,033	17,033	17,033	204,400
Subtotal Disbursements		99,815	99,815	99,815	105,770	100,770	166,320	1,429,410
Replacement Reserve		2,392	2,392	2,392	2,392	2,392	2,392	28,702
TOTAL DISBURSEMENTS		102,207	102,207	102,207	108,162	103,162	168,712	1,458,113
NET INCOME		(79,143)	(17,388)	53,717	(57,104)	(27,419)	(148,531)	(430,398)
Revolving Loan Proceeds								-
Revolving Loan Repayments								-
ENDING FUND CASH FLOW		377,973	360,585	414,302	357,198	329,779	181,248	181,248

d. Services to be received from the COE and the costs of those services

ACE's charter does not specifically identify services to be sourced from the SCCOE. Our plan calls for evaluating options for developing in-house or outsourcing services such as: STRS Enrollment, Processing, and Reporting Services; Professional Development; School Planning; Special Education Services; Library Resources; and Program Evaluation. ACE will make formal "Make vs. Buy" decisions in these and other areas with the goal of optimizing in-house capability versus outsourcing benefits (e.g. cost savings, shared economies of scale, etc.)

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

ACE is considering working with the following recommended CPA firms:

- Vicenti, Lloyd & Stutzman LLP, Glendora CA (Wade N. McMullen, Partner)
- Gilbert and Associates, Sacramento CA
- Shea Labaugh, San Francisco CA

f. A list of the School's board of directors with contact information

NOTE: All Board Members can be reached via mail c/o the ACE Office at 1100 Shasta Avenue, San Jose, CA 95126, or the contact information indicated.

ACE Charter School Board of Directors

ACE Charter School Board Members	Contact Information
<i>Elizabeth Alvarez</i> Parent, Community Leader	elizart@comcast.net
<i>Tamara Alvarado</i> Executive Director, MACLA	408 287-7174 tamara@maclaarte.org
<i>John Marshall Collins</i> Attorney	408 287-9001 johnolaw@gmail.com
<i>Mary Dominguez</i> ACE Charter Parent	408 945-6135 marydmngz@yahoo.com
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g. The school's fundraising plan

The success of ACE's schools and programs in 2007 have generated community support, enthusiasm, and media attention. ACE will capitalize on these successes by raising its public profile with the fundraising community. With the addition of the Business Manager to the ACE staff on 10/1/07, (and more charter-specific staff in 2008), the ACE Executive Director, in conjunction with the ACE Vice-Chairperson, will have more time to focus on fundraising, including outreach to potential private funders, development of high-impact collateral materials, and an increase in the number and effectiveness of grant proposals and fundraising activities.

Also, funding for a PCSGP grant has been added to the budget, with receipt of funding forecast for May 2008. Grants in Year 0 reflect Reed Hastings payment of \$100k to ACE in September 2007, with another \$200k committed for June 2008. ACE has not specified SB 740 Charter Schools Facilities Grant revenue in its budget. ACE expects to receive significant funding from this source starting in year 2009-2010 once ADA and Free and Reduced Lunch statistics can be reported, since in the most recently reported year (2006-2007) the program was funded at the level of \$501/ADA (source CDE).

Attachment 4. ACE Charter School Plan for Student Academic Performance

Plan for Student Academic Performance Contents:

- a. The School's statement of what it means to be an educated person in the 21st century
- b. The School's statement of how learning best occurs
- c. The School's calendar and class schedule
- d. A description of how students will be assessed and placed into curriculum and programs, including special education, English learners, remedial instruction, supplemental instruction, and accelerated/gifted programs
- e. A brief course description for each course or subject matter area to be offered, including the textbooks and supplemental materials to be used, the content and pacing of what will be covered during the school year, how student progress will be measured and monitored, and what adjustments will be made when student progress does not match expectations
- f. Instructional strategies to be used throughout the School and their basis in successful practice or research
- g. Specialized instructional strategies to be used for Special Education, English learners, or other areas where specialized strategies may be employed, and their basis in practice or research
- h. A description of how each student's overall performance will be monitored, and how instruction may be supplemented or changed when appropriate
- i. A description of how each teacher's performance will be monitored, and how professional development and other resources will be targeted and used to improve instruction
- j. Student outcome goals by grade level and by ethnic group, how progress toward those goals will be measured, and how the results of those measurements will be used to improve instruction
- k. A description of the overall approach of the School, and how the School's approach will be monitored and modified to improve student achievement (will the School employ School Plan, a Curriculum Audit and/or other school planning process? Who will be involved?)
- l. If the School is a high school, a description of the School's graduation requirements, how student progress toward graduation will be monitored, and steps that will be taken for students not making adequate progress toward graduation

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

ACE Charter School will work to prepare its graduates for life-long success, with the knowledge, work habits, and attitudes that help them thrive in high school, higher education, and beyond. To be an educated person in the 21st Century, it is important to have a college degree; the school’s goal is to provide a springboard for students and families who are extremely underrepresented in college. In order to go on to succeed in college and in their chosen profession, students will need to become:

- Fluent readers and writers who can think critically about texts and argue persuasively
- Precise problem-solvers who can handle multi-stage, open-ended problems
- Knowledgeable about the historical, scientific and artistic movements and prominent figures which shape the modern world
- Proficient in the skills and knowledge contained in the California State Standards

But knowledge and skills will not be enough to ensure that the school’s graduates will thrive in the world after middle school; the school program and culture will also focus on helping students develop the habits, attitudes, and work ethic necessary to sustained success, a combination of attributes that the school calls *Ganas*, a Spanish word which can be translated as desire, will or effort. The concept of *Ganas* includes the habits of mind and work that are critical to long-term academic success, including self-discipline, strong study and research skills, the ability to collaborate effectively with a diverse group of people, and the confidence to invest themselves fully in their work.

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

The educational philosophy of the ACE Charter School is based on the growing body of research which decisively shows that the achievement gap for “at-risk” students—mostly low-income children of color—can be bridged if schools and communities focus their attention on a few key tasks.

These key tasks are neatly summarized in a project called “Dispelling the Myth,” a program initiated by The Education Trust, a national education advocacy organization dedicated to eliminating the achievement gap. This project focuses on the work of schools that are “making significant strides in narrowing gaps in academic achievement among students, posting achievement that significantly exceeds state averages, or improving student performance at a rapid pace.” The organization has identified several common strategies among the most successful “gap-closing” schools, all of which form a central part of the ACE Charter School design:

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

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

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

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

The ACE Charter School Academic Program

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

1. Having high expectations for all students

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

The work of students, staff and families at ACE Charter School is animated by an unwavering commitment to the goal of academic proficiency for all. The entire academic program is designed to provide a finely calibrated balance of challenging standards-based core curriculum with the interventions and remedial course work necessary to help the school’s target student catch up and then excel.

The school structure—the use of time, the allocation of staff and resources, the school culture, the close collaboration with families—is also implemented with the goal of maximizing student mastery of the state standards. Such key elements of the school program as the small school size, small class sizes, extended school schedule, weekly Assembly, *College Readiness* and *Advisory* courses, the daily Tutorial—all of these structures and programs are developed to ensure that previously low-achieving students have the tools, time, and work ethic necessary to reach grade-level proficiency.

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

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

ACE Charter School’s target students—especially ELs and Special Needs students—need individualized support to meet the school’s high expectations and accelerated pace. This personalized support will include differentiated instruction; ability-based grouping in Reading and Math intervention courses, Saturday Academies and summer school; individual student interventions conducted by the Literacy Coordinator; and one-on-one and small group tutoring during the daily Tutorial. All of the work through these support structures will be driven by student achievement

data, especially the ongoing formative assessments in Reading and Math, as well as data from the California Standards Test (CST).

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

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

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

4. Using purposeful professional development to improve teachers' skills

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

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

- Standards-based curriculum and assessments
- Integration of ELD standards into course curricula
- Schoolwide literacy program, with focus on reading and writing strategies in the content areas
- Differentiation of instruction to meet varied student needs, especially those of EL students and Special Needs students
- Test-taking strategies in the context of course curricula

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

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

A crucial piece of the ACE Charter School educational model is the development of a school culture that is tailored specifically to the needs of the school's target students. Students who have repeatedly

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

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

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

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

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

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

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

c. The School's calendar and class schedule

The ACE Charter School will adopt the Alum Rock Union School District calendar to make planning easier for families who have children in the ACE Charter School and other Alum Rock schools concurrently. The only difference between the ACE Charter and the Alum Rock schedules will be on the occasions that the ACE Charter has a minimum day and Alum Rock does not.

School Day

All ACE Charter School students attend school from 8:30 am-5:00 pm for the Instructional Day, followed by Activities and Tutorial. The 8:30 am-5:00 pm school day is mandatory for all students.

Instructional Day

Time	Class	Minutes
8:30-9:20 am	Intervention/Elective/PE/College Readiness	50 minutes
9:20-9:25 am	Passing	5 minutes
9:25-11:02 am	ELA/HSS or Math/Science Core	97 minutes
11:02-11:42 am	Passing and lunch	40 minutes
11:42-12:32 pm	Intervention/Elective/PE/College Readiness	50 minutes
12:32-12:37 pm	Passing	5 minutes
12:37-2:14 pm	ELA/HSS or Math/Science Core	97 minutes
2:14-2:19 pm	Passing	5 minutes
2:19-3:09 pm	Intervention/Elective/PE/College Readiness	50 minutes
3:09-3:20 pm	Break	11 minutes
3:25-3:55 pm	Activities	30 minutes
3:55-4:00 pm	Passing	5 minutes
4:00-5:00 pm	Tutorial	60 minutes

Minimum Day Schedules

There will be two minimum days per month to allow time for professional development activities and PLP meetings. Over the course of six minimum days, each student takes each core block 3 times and each intervention (or Elective or PE or College Readiness) 4 times. The following is a sample schedule for a minimum day:

Time	Class	Minutes
8:30-9:20 am	Intervention (or Elective or PE or College Readiness)	50 minutes
9:20-9:25 am	Passing	5 minutes
9:25-11:02 am	ELA/HSS or Math/Science Core	97 minutes
11:02-11:42 am	Passing and lunch	40 minutes
11:42-12:32 pm	Intervention (or Elective or PE or College Readiness)	50 minutes

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

Personal Learning Plan for All Students

The central, unifying element of the assessment families, students, and schools is the Personal Learning Plan (“PLP”) process. All students, including low- or high-achieving students, EL students, GATE students, and Migrant students will participate in the Personal Learning Plan process. The Personal Learning Plan Team will typically consist of the student, an administrator, parents or guardians, and at least one of the student’s teachers.

It is important to note that students who enter the school with an existing IEP or 504 Plan will have IEP or 504 team meetings in lieu of PLP meetings. All IEP meetings will be coordinated with the County pursuant to County and SELPA policy.

The PLP team will look at student achievement data, including CST scores; CELDT scores; in-house diagnostics; data from assessments that come with school textbooks; grade-level writing assessment scores; ongoing, classroom-based, standards-based assessment data; standards-based report card; and the *Ganas* Portfolio, which is a cross-disciplinary portfolio with multiple types of student work. In addition to academic achievement data, the team may consider additional factors impacting school performance, such as attendance, behavioral issues, health issues, and personal/family issues.

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

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

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

Each student at ACE Charter School will participate in a minimum of two PLP meetings per year—one to establish a Personal Learning Plan and another to measure progress against the plan. Students who are being considered for retention will participate in addition PLP reviews through the retention process—at the end of the third quarter, the end of the school year, and/or the end of the summer program. Students with IEP’s or 504 plans will have a minimum of two (2) IEP meetings or two (2) 504 team meetings a year (more frequently if required by law). All students will have either

an active PLP or IEP or 504 plan established within the first 30 days of the school year or enrollment.

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

All students at ACE Charter School are enrolled in the following courses:

1. English-Language Arts/History-Social Science interdisciplinary core
2. Math/Science interdisciplinary core
3. College Readiness
4. Physical Education
5. Advisory
6. Elective Courses: Applied Science, Spanish

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

Student progress in these courses will be tracked through multiple modes of formative and summative assessment, including ongoing, classroom-based, standards-based assessments, in-house diagnostic literacy and numeracy tests; data from assessments that come with school textbooks; grade-level writing assessment scores; the standards-based report card; and the *Ganas* Portfolio, which is a cross-disciplinary portfolio with multiple types of student work. Students who are not meeting expectations will receive in-class differentiation from the teacher, intervention by the Literacy Coordinator and in the Tutorial program, as well as participate in the schoolwide support and remediation classes in literacy and numeracy which have been designed for the underachieving students for whom the school is designed.

1. English-Language Arts/History-Social Studies Core

The English-Language Arts/History-Social Studies (ELA/HSS) core will provide grade-level, standards-based instruction in English-Language Arts and History-Social Studies according to the California State Frameworks and Standards. The model for instruction in the ELA/HSS core will be the Four Blocks Literacy Model.

The Four Blocks Framework, developed by Patricia M. Cunningham and Dorothy P. Hall, incorporates on a daily basis four different approaches to developing students' literacy: Guided Reading, Self-Selected Reading, Writing, and Working with Words. For the purposes of the ELA/HSS course, a fifth block devoted to delivering History-Social Science content will be added.

The curriculum will be organized around the topics and themes of the grade-level History-Social Science framework (5th grade--United States History and Geography, Making a New Nation; 6th grade—World History and Geography, Ancient Civilizations; 7th grade—World History and Geography, Medieval and Early Modern Times; 8th grade—United States History and Geography,

Growth and Conflict). Thus, much of the History-Social Science content for each grade level is delivered through English-Language Arts instruction. Many of the fiction and nonfiction texts chosen for reading instruction and the topics chosen for writing instruction will emphasize the HSS content for that grade-level. For example, the 5th and 8th grade curriculums will include historical fiction from various periods of American history. The 6th and 7th grade curriculums will include novels and folk tales from the various cultures, countries, and time periods being studied. Materials used for Guided Reading will primarily come from the HSS textbook and other nonfiction materials related to the HSS content for that grade-level.

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

- Thematic instruction that addresses both ELA and HSS content and standards
- Differentiation of instruction, based on reading level and student interest
- Independent reading at each student’s instructional reading level
- Motivation and self-directed learning through student choice of texts
- Opportunities for collaborative learning through literature circles

In 5th and 6th grade, we anticipate that the teacher will provide considerable guidance, support, and modeling in content area reading, writing, and learning activities. By the 7th and 8th grades when most students approach and achieve grade-level proficiency, we anticipate that students will assume more independence in content area coursework.

The first instructional block of the ELA/SS course will be *Guided Reading*. During Guided Reading, the teacher provides direct instruction in reading comprehension strategies using a common text that all students can access. The teacher explains the strategy and demonstrates its use. Students then engage in group or independent guided practice in the strategy demonstrated by the teacher. Instructional practices used during this block include: previewing, predicting, literature circles, think-alouds, text coding, comprehension monitoring, fix-it strategies, discussion, graphic organizers, and response to text.

Standards addressed during this instructional block include those from the Reading Comprehension and Literary Response and Analysis sections of the California English-Language Arts Content Standards. Texts to be used during this portion of instruction include the Social Studies textbook, short stories, articles, portions of novels, and primary source materials. HSS standards are addressed in this block of instruction through the use of HSS-related texts and through instruction in reading in the content area strategies.

The second instructional block of the ELA/HSS course will be independent, *Self-Selected Reading*. During this block, students engage in sustained silent reading of texts at their independent reading levels. Students continue to practice the strategies learned during the Guided Reading block. While students are reading, the teacher may conference with individual students or conduct one-on-one reading assessments.

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

books related topically or thematically to the History-Social Science curriculum. HSS standards are addressed in this block of instruction through the use of HSS-related texts and through independent practice of reading in the content area strategies.

Differentiation of instruction occurs during this block in two ways: 1) Students are reading texts at their individual instructional reading levels. Some students will be reading texts that are below grade-level; some will be reading texts at grade-level; some will be reading texts above grade-level. The level of texts that students work with will change as their reading level changes. By the 7th and 8th grades, most students will be reading texts during this block of instruction that are at or above grade-level. 2) As teachers move around the room and conference with students, the focus of the interaction will vary based on student need and ability. Different strategies and levels of application for various strategies will be emphasized at different times with different students to ensure that each student is being challenged and working in their zone of proximal development.

The third instructional block of the ELA/HSS course will be *Writing*. This block includes direct instruction in the *Step Up to Writing* program and mini-lessons on style, structure, craft, and mechanics. During direct instruction, the teacher will provide extensive modeling and will “think-aloud” to make the practices and thought processes used by expert writers visible and accessible to students. Students will then engage in independent writing, applying and practicing learning from direct instruction to their own work. During independent writing, teachers will conduct writing conferences or small group instruction.

Standards addressed during this instructional block include those from the Reading Writing Strategies, Writing Applications, and Written and Oral Language Conventions sections of the California English-Language Arts Content Standards. HSS standards are addressed in this block of instruction through the use of HSS-related topics for writing and through instruction and practice in writing in the content area strategies and genres.

Differentiation of instruction occurs during this block in two ways: 1) As teachers move around the room and conference with students, the focus of the interaction will vary based on student need and ability. Different strategies and levels of application for various strategies will be emphasized at different times with different students to ensure that each student is being challenged and working in their zone of proximal development. 2) As teachers group students for small group instruction, at times students will be grouped by ability, strength, or weakness. This will enable the teacher to provide instruction that is tailored to a variety of needs and abilities. At other times, students will be grouped in mixed ability groups.

The fourth instructional block of the ELA/HSS course will be *Word Work*. This block includes direct instruction in word analysis, fluency, and systematic vocabulary development. Teachers will present mini-lessons and students will then engage in differentiated guided and independent practice using activities from resources such as *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (Donald Bear, et al) like word sorts, word hunts, personal vocabulary lists, vocabulary maps, and vocabulary notebooks. Word study will be connected to the reading, writing, and social science content that students are studying.

Standards addressed during this instructional block include those from the Word Analysis, Fluency, and Systematic Vocabulary Development section of the California English-Language Arts Content Standards.

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

The fifth block will be devoted to delivering content from the California History-Social Science Content Standards. Instructional activities during this block may include activities from Teachers' Curriculum Institute *History Alive!* materials, such as map work, slide lectures, experiential activities, and content area reading and writing. In addition, this block will include direct instruction and guided and independent practice in content area learning strategies, such as note-taking from lecture and text. Standards addressed during this instructional block include those from the California History-Social Science Content Standards for the particular grade level. Materials to be used during this portion of instruction include a Social Studies textbook, supplementary leveled fiction, nonfiction, and reference books, and the *History Alive!* Materials.

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

Use of Time in ELA/HSS Interdisciplinary Core

In the 5th and 6th grades, when the school's target students need as much time as possible to bring their reading and writing skills up to grade-level proficiency, the first four blocks of instruction will occupy most of the time during the ELA/HSS core, close to 80 minutes of the 97 minute instructional block. Much HSS content will be delivered through Language Arts instruction. In the 7th and 8th grades, as students require less time to develop their literacy skills, more time will be spent on pure HSS instruction and content, with at least a third of the ELA/HSS core time spent on HSS instruction and content.

2. Math/Science Core

The Math/Science core will provide grade-level, standards-based instruction in Mathematics and Science according to the California State Frameworks and Standards. The curriculum is designed to ensure that all students enter high school at either the Algebra 1 or 2 level, and are ready for college-prep Science courses. The conjunction of Math and Science promotes the development of critical thinking skills as students learn discipline-specific content. The Math/Science core allows teachers to develop curriculum which takes advantage of the fact that, as it states in the California Department of Education's *Science Content Standards for Kindergarten through Grade 5*, "the *Science Content Standards* and the *Mathematics Content Standards*. . . reinforce each other as students analyze, strategize, and solve problems, finding solutions to apply to new circumstances."

Math

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

1. *Arithmetic automaticity and ability to use key problem-solving algorithms*

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

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

2. *Conceptual understanding and higher-order problem-solving skills*

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

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

3. *Math literacy skills to ensure that students can successfully collect and retain information, decode problems and strategize potential solutions*

For the ACE Charter School target student, deficiencies in literacy skills have a significant impact on performance in Math. In order to address this, the Math curriculum will include elements that specifically and explicitly target Math literacy skills, including vocabulary, decoding of prompts and textbook explanations, and the comprehension and use of discipline-specific academic language. Another aspect of literacy development that will have a prominent place in the curriculum is the “functional” literacy necessary for the reading,

analysis and use of graphs, charts, and/or tables. The literacy skills taught and reinforced in the Math class will mirror those literacy skills being taught across the curriculum.

4. *Algebra Readiness*

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

Currently, ACE Charter School plans to build its Math curriculum around the Saxon Math program. The Saxon approach, based on the concept of “cumulative learning,” provides some of the material necessary to address the areas listed above. However, the school expects to supplement the Saxon program with a rich array of supplementary materials and programs designed to meet the needs of the school’s target students.

Supplementary Materials to Support Differentiation

Supplementary materials in the Math class will bolster the teachers’ ability to provide differentiated instruction to meet the needs of all students. For students who enter the program with significant skills gaps, some possible sources for curricula and remediation which will be used to supplement the Saxon program are *Math in Context* by Glencoe-McGraw Hill, and *Investigations in Number, Data, and Space* by TERC.

- *Math in Context* provides students with investigation-based, multi-day lessons organized around big ideas, and grounds these lessons in relevant, real-world contexts. The curriculum also provides a structure for students to tackle multi-stage problems collaboratively.
- *Investigations in Number, Data and Space* is a K-5 program designed to supplement a main Math textbook. In each unit, students get a chance to conduct in-depth explorations, encountering and using important mathematical ideas and using mathematical reasoning to solve complex mathematical problems. Students must represent, explain, and justify their thinking at every stage of the work. This program also balances conceptual work with meaningful, repeated practice of basic facts and skills through activities and games.

For students who are at or exceed grade-level proficiency, one program that the school is considering is the *Connected Mathematics Project*, a rich, inquiry-based curriculum that provides challenging problems that allow students to deepen their conceptual understanding while improving problem-solving skills.

Science

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

outcomes are an understanding of the process of scientific inquiry, curiosity about the world around them, and the skills to comprehend informational text. The science curriculum will introduce students to investigation and experimentation in the fifth grade, earth science in the sixth grade, life science in the seventh grade, and physical science in the eighth grade.

Just as in the Math part of the core, teachers will model scientific concepts and “think aloud” as they do to make the invisible, internal thought processes involved visible and accessible to students so that they may begin to employ these processes themselves. Students will have a chance to practice their own “think aloud” work and display their ability to use scientific thinking to their teacher and peers.

ACE Charter School will implement a standards-based Science curriculum which blends hands-on scientific inquiry with study from the textbook and leveled readers. This combination will allow our students both to understand science by doing it, and also to access scientific concepts and academic language at their current reading level. The implementation of literacy teaching strategies and content used elsewhere in the curriculum will also play an important role in the Science curriculum. For example, teachers may incorporate fictional and expository text into their science instruction. In addition to the use of leveled readers, students will regularly be required to write both fiction and non-fiction text in relation to their experiments. Vocabulary, decoding, and other comprehensions strategies used in the Science class will mirror those used in students’ other courses.

For the fifth grade, the school is considering using the state-approved *California Science* from Houghton-Mifflin along with science-themed leveled readers from Benchmark Education.

Integration of Science and Math

In the 5th and 6th grades, when the school’s target students need as much time as possible to bring their Math skills up to grade-level proficiency, the focus of the Math/Science core will be on Math. However, a significant amount of Science content will be delivered through Math instruction; students will have opportunities to use their Math skills to solve Science problems through elements of the Math/Science core curriculum such as Science content-based word problems and interdisciplinary projects which combine Math content and Science lab work. Math will also be integrated into Science through the use of graphs, charts, or drawings to show findings. In the 7th and 8th grades more time will be spent on pure Science instruction and content.

3. College Readiness

The school has identified some key habits of mind and work that complement the state content standards and are a necessary element of academic proficiency and true college readiness. These skills will be taught throughout the curriculum, and especially in a class called *College Readiness*, an academic literacy and learning strategies course which focuses on:

- Study skills, including how to do homework and prepare for tests
- Time management and organizational skills
- Fluency in academic vocabulary and discussion, both in terms of understanding and decoding prompts and problems as well as using appropriate diction in written work
- How to collaborate effectively with peers, teachers, and tutors
- Use of technology, including internet research and basic word processing
- Self-presentation skills, including public speaking and interactions with visitors
- Information literacy and functional reading

Starting in 7th grade, the College Readiness curriculum will include a significant focus on technological skills; students will learn key computer research and productivity skills that will support their work in middle school and beyond. They will learn to use the internet to find material to help them solve problems, support a persuasive argument, or illustrate broader research. They will learn to present their work effectively using word processing and PowerPoint-type programs. In addition, students will work to use technology as a tool to improve their oral presentation and public speaking skills.

The class will also help students focus on the school's core value of *Ganas*, and to understand how their daily work connects with long-term goals. To support them in this effort, the College Readiness course also will include a "*Ganas* Portfolio," where students collect their work over time as a way of tracking their long-term progress and achievement in important areas that may not be captured in more traditional, objective assessments.

The *Ganas* Portfolio will include sample work and assessments from all core classes, interdisciplinary projects, art work, creative writing as well as student reflections on their own progress and their personal vision for eventual college success. It will also include *Ganas* Scores, which evaluate work ethic and attitude in each class. Students review their *Ganas* Portfolio at regular intervals with the College Readiness teacher, and reflect both on areas of achievement and areas that need additional attention. The *Ganas* Portfolios will be shared with families on a regular basis, including a yearly community *Ganas* Exhibition where all students share their portfolios with the school community.

4. Physical Education

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

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

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

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

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

5. Advisory

Advisory is a once-a-week class where students meet with a particular staff member to discuss and reflect on school-wide and individual issues. Each staff member will have an Advisory group, and will stay with that group for a multi-year cycle. Although there will be a curriculum guide for Advisory developed jointly by school leaders and teachers, staff members will have wide latitude to tailor the time to the particular needs of the students in their group. The curriculum will include time for personal reflection and sharing, discussions and presentations about high school and college, as well as student comment and feedback about school issues as they arise. Course materials may include texts related to character development, such as *Character Building Day-by-Day* (Mather, Weldon, Braun), biographies of individuals who have overcome adversity and made significant contributions to society, as well as writings related to current events.

6. Elective Courses: Building Toward Critical Thinking Skills

For ACE Charter School graduates to go on to success in high school, college and beyond, they will need to not only have mastered key literacy and numeracy skills, but have a broader array of knowledge and skills as well. In addition, they must be strong analytical thinkers and resourceful problem-solvers. The elective course curricula at the school help students develop as critical thinkers while learning course-specific content. While teachers in all these classes reinforce and further develop students' reading, writing, and computing abilities, they also put a premium on helping students acquire the independent thinking skills that will be absolutely critical to their success after they leave middle school.

When Students Take Electives

After students have exited reading intervention and math intervention, they add electives to their course schedule. Students who are at or approaching grade-level proficiency can begin taking these elective classes in the 6th grade. The expectation is that by seventh grade, all students will be taking one elective, and most will be taking two. By eighth grade, we anticipate that all students will be enrolled in two electives.

ACE Charter School will offer the following elective courses. Students will not take all of these courses simultaneously, but will cycle through as they move from grade to grade and exit intervention courses. The courses are:

- Applied Science I: Earth Science, Chemistry, and Math/Science/Technology
- Applied Science II: Astronomy and Space Science, Scientific Instruments, and Ecology
- Applied Science III: Life Science and Physical Science
- Spanish I, II
- Spanish for Native Speakers I, II

These elective courses will provide students with additional opportunities to prepare for rigorous high school science and foreign language courses.

Applied Science Electives

The Applied Science electives draw from the California Science standards and frameworks for grades 6-8. They apply this scientific content and skills to real-world issues and occupations in a relevant, hands-on way that engages students. Courses include labs and the study of the mathematics principles behind the science. In addition, some focus is given to careers in the fields that are being

studied as a means to encourage an interest in further study and perhaps employment in these areas. Participation in relevant programs and competitions may be included, such as MESA, Tech Challenge, or Science Olympiad.

These courses utilize units from the GEMS curriculum. GEMS is a resource for science and mathematics curriculum and teacher training developed at the Lawrence Hall of Science, the public science education center at the University of California at Berkeley. GEMS units engage students in direct experience and experimentation to introduce essential, standards-based principles and concepts. Every GEMS classroom session is outlined with an overview, materials list, and preparation requirements, followed by clear, step-by-step directions. Complete background information is provided for the teacher, along with photographs, illustrations, assessment suggestions, and often examples of student work.

- *Applied Science I: Earth Science, Chemistry, and Math/ Science/ Technology*
This course utilizes units from GEMS recommended 6th grade curriculum sequence. Topics of study include: Plate Tectonics; Environmental Detectives; Chemical Reactions; Acid Rain; and Experimenting with Model Rockets
- *Applied Science II: Astronomy and Space Science, Scientific Instruments, and Ecology*
This course utilizes units from GEMS recommended 7th grade curriculum sequence. Topics of study include: Earth, Moon, and Stars; Moons of Jupiter; Microscopic Explorations; Invisible Universe; Only One Ocean; Global Warming
- *Applied Science III: Life Science and Physical Science*
This course utilizes units from GEMS recommended 8th grade curriculum sequence. Topics of study include: Life Through Time; Learning about Learning; Discovering Density; Convection; Ocean Currents; Dry Ice Investigations

Foreign Language Electives

While the State of California has not yet adopted a set of foreign language standards, the school will use the ACTFL National Standards in Foreign Language Education, which form the basis for the state framework.

One important feature of the ACE Charter School Spanish program is that both regular Spanish and Spanish for Native Speakers will be offered. The Spanish for Native Speakers courses are an important part of the ACE Charter School programming designed to support EL students in their progress toward English-Language Arts proficiency and to help them build and maintain fluency in their native language.

The Spanish classes will of course dedicate significant time to course-specific curricula, but Spanish teachers will also continually weave reading, writing, computing, and visual and performing arts study into student work.. Given the fact that a large percentage of families will be Spanish-speaking, students in these classes will also have regular opportunities to develop and share projects and work with the community at large.

Spanish I (Introduction to Spanish)

The first level of the Spanish language class gives students, with no previous experience in the language, the opportunity to listen, speak, read and write in Spanish. Instruction emphasizes accurate pronunciation and fluency and seeks to develop basic survival skills

through the study of grammatical structures, usage of forms and vocabulary necessary for elementary communication. The culture of the Spanish-speaking world is taught in content so that the beginning students may communicate appropriately with native speakers and understand a little of the history that has shaped the Spanish-speaking world.

Spanish II

This second level of the Spanish language begins with a systematic review of the material presented in Spanish I. The subsequent units spiral upwards building and expanding on mastered concepts and vocabulary to increase communicative ability and proficiency in the skills of reading, writing, listening and speaking. The study of the cultures of the Spanish speaking world are embedded in each unit.

Spanish for Native Speakers I

This is class designed especially for students who have grown up exposed to the Spanish language and can communicate orally. No prior formal reading or writing in Spanish is required. The goal of the class is to improve students’ oral communication while developing reading and writing skills. A strong emphasis is placed in the study of history and traditions of Latin American countries through cultural projects.

Spanish for Native Speakers II

This is an advanced class intended for students who have a level of proficiency in all four language skills: listening, speaking, reading and writing. This class provides students with the opportunity to further develop those skills as well as their cultural proficiency regarding Spanish-speaking countries.

Visual and Performing Arts Experiences

In the interests of best preparing students to meet the UC/CSU a-g college entrance requirements, ACE Charter School has chosen to focus its elective curricula on Spanish and Applied Science courses. However, we recognize that arts education is crucial to developing students who are well-rounded and knowledgeable about the breadth and depth of the human experience. ACE Charter School plans to provide students with Visual and Performing Arts study in the following ways:

1. Integration of Visual and Performing Arts standards into other course curricula

Teachers in core and elective courses will integrate Visual and Performing Arts standards into their course curricula. Partnerships with arts organizations and professional development opportunities through resources such as TCAP (The California Arts Project) and BayCAP (Bay Area California Arts Project), will equip teachers with the knowledge and skills to accomplish this integration. Examples of possible integration of the VPA standards into other courses is outlined below:

VPA Standards Integration Chart

<i>Course</i>	<i>What integration of VPA standards into course curriculum may look like</i>
ELA/HSS core	Study of the art and artists from the cultures and time periods being studied, reading, writing and performing plays, and creating art work and performances in these styles: <ul style="list-style-type: none"> ▪ 5th Grade: Exploring the art and artists of Native Americans, Europeans, Africans, and Latinos throughout American history.

	<ul style="list-style-type: none"> ▪ 6th Grade: Exploring the art and artists of ancient Egypt, India, China, Greece, and Rome. ▪ 7th Grade: Exploring the art and artists of Medieval Europe, the Islamic World, West Africa, Imperial China, Japan, the Americas, and Renaissance Europe. ▪ 8th Grade: Exploring the art and artists of Native Americans, Europeans, Africans, and Latinos throughout American history.
College Readiness	<ul style="list-style-type: none"> ▪ Self-exploration and expression through visual art, dance ▪ Graphic design ▪ Exploration of artists as role models of self-awareness, courage, creativity ▪ Study of art as a tool for reflecting on and expressing ideas about politics, religion, social justice, and social change
Advisory	<ul style="list-style-type: none"> ▪ Self-exploration and expression through visual art, dance ▪ Study of art as a tool for reflecting on and expressing ideas about politics, religion, social justice, and social change
PE	<ul style="list-style-type: none"> ▪ Study and practice of a variety of dance forms
Spanish	<ul style="list-style-type: none"> ▪ Study of art and artists from the Spanish-speaking cultures and time periods being studied

2. *Community Arts Partnerships*

In addition to integrating the Visual and Performing Arts standards and frameworks into the broader curriculum, ACE Charter School plans to partner with community groups and organizations to provide Visual and Performing Arts educational experiences during the Activities period. The following charts outline possible activities and partnerships in each of the four arts disciplines:

Dance	<ul style="list-style-type: none"> • Mini-courses on Folklorico, Hip Hop, African Dance and Drumming, Ballet, Modern Dance taught by professionals from local performing groups and studios
Music	<ul style="list-style-type: none"> • Mini-courses on Mariachi, Voice, Drumming, Keyboard, Chorus taught by professionals from local performing groups and/or volunteers from local universities
Theater	<ul style="list-style-type: none"> • Mini-courses on drama, scriptwriting, and other aspects of theater taught by professionals from local performing groups and/or volunteers from local universities
Visual Arts	<ul style="list-style-type: none"> • Mini-courses on Drawing, Painting, Pottery taught by volunteer artists or students from local universities

Multidisciplinary	<ul style="list-style-type: none"> • Production of a school musical, including set design and creation; costume design and creation; vocal performance; choreography; acting • Interdisciplinary arts modules taught by volunteers from local arts organizations or universities
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Some of the groups ACE Charter School expects to pursue partnerships with include the Mexican Heritage Plaza, MACLA (a San Jose Latino arts organization), and Red Ladder Theater Company (the youth theater arm of the San Jose Repertory Theater).

Expected Instructional Materials for Core Curricula

The following chart details instructional materials that ACE Charter School expects to use in the English-Language Arts/History-Social Science and Math/Science core programs. ACE Charter School may opt for additional or alternate textbooks and resources as new materials are adopted by the California State Board of Education and as the school learns more about the needs of its students.

Expected Instructional Materials Chart

Course	Primary instructional materials	Supplementary Student Materials	Supplementary Teacher Materials
ELA/HSS Core	<ul style="list-style-type: none"> ▪ SBE-approved Social Studies textbook for each grade-level, such as the Oxford History-Social Science Program from Oxford University Press ▪ History Alive! From Teachers' Curriculum Institute (SBE-approved primary instructional material) ▪ Leveled readers, tradebooks, novels 	<ul style="list-style-type: none"> ▪ Primary source documents ▪ ~35 (eventual goal=35 books per student in school's collection) texts per student, range of levels, topics, fiction, non-fiction, sets of books (for Literature Circles/small group instruction), related subjects or themes, possible class sets of 1 or 2 texts ▪ Reference materials (dictionaries, thesauruses, atlases) 	<ul style="list-style-type: none"> ▪ <i>Guiding Readers and Writers</i>, Fountas and Pinnell ▪ <i>Modifying the Four Blocks for Upper Grades: Matching Strategies to Students' Needs</i>, Sigimon ▪ <i>Words Their Way</i>, Bear et al ▪ <i>Step Up to Writing</i>, Auman ▪ <i>Literature Circles: Voice and Choice in Book Clubs & Reading Groups</i>, Daniels ▪ <i>Mosaic of Thought</i>, Zimmerman & Keene ▪ Texts for Guided Reading
Math/Science Core	<ul style="list-style-type: none"> ▪ <i>Saxon Math</i> or other SBE-approved Math textbook for each grade-level ▪ <i>California Science</i> (Houghton-Mifflin) or other SBE-approved Science textbook for each grade-level 		<ul style="list-style-type: none"> ▪ <i>Math in Context</i> (Glencoe-McGraw Hill) ▪ <i>Investigations in Number, Data, and Space</i> (TERC) ▪ <i>Connected Mathematics Project</i> (Michigan State University)
Spanish	<ul style="list-style-type: none"> ▪ For Spanish 1 and 2: <i>Realidades</i> from Prentice Hall ▪ For Spanish for Native Speakers: <i>Entre Mundos</i> from Prentice Hall 	<ul style="list-style-type: none"> ▪ Reference materials 	

Course	Primary instructional materials	Supplementary Student Materials	Supplementary Teacher Materials
Applied Science	<p>Great Explorations in Math and Science (GEMS) Teacher Guides and Kits, Lawrence Hall of Science</p> <ul style="list-style-type: none"> • <i>Applied Science I</i>: Guides from the Earth Science, Chemistry, and Math/Science/Technology strands of GEMS curriculum • <i>Applied Science II</i>: Guides from the Astronomy and Space Science, Scientific Instruments, and Ecology strands of the GEMS curriculum • <i>Applied Science III</i>: Guides from the Life Science and Physical Science strands of the GEMS curriculum 		<p>GEMS Kits from Carolina Biological Supply Co. include GEMS Teacher Guides and all materials needed to implement each GEMS unit</p>

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

Curriculum and Instructional Design

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

Students will move through an age-appropriate curriculum for English-Language Arts, Math, History-Social Studies, Science, and Visual/Performing Arts at each grade level. Spanish and Applied Science will be electives available to students who have gone through the remediation courses and subsequently need significantly less time for literacy and numeracy remediation. The extended daily and yearly schedule will allow for additional academic programming and culture-building, personalized support systems, and activities to help students develop the personal skills and resilience they will need for college success.

At ACE Charter School, students will accelerate toward proficiency as a result of the school's two-pronged curriculum: 1) a rich, inclusive core curriculum directed at mastering grade-level standards, and 2) separate intervention courses and additional remediation and tutoring during Tutorial, Saturday Academies, and the summer program. The interdisciplinary core courses (English-Language Arts/History-Social Science and Math/Science), which are taken by all students, will be heterogeneously grouped, without regard for achievement level. Students are supported in their achievement in these rigorous courses through the use of specialized instructional strategies that provide all students with appropriate levels of challenge and support, with a primary focus on providing differentiated instruction to serve all students.

At the same time as students are participating in these grade-level core courses, those students who are performing below grade-level in reading and mathematics participate in intervention coursework designed to bring them up to proficiency. Intervention courses include: reading intervention; math intervention; and Writing Essentials. Reading and math intervention courses are homogeneously grouped, based on ability. Students remain enrolled in reading and math intervention until they have reached grade-level proficiency. Writing Essentials is a transitional course for those students who have exited reading intervention to provide them with further support in solidifying their writing skills.

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

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

Grade-level, standards-based instruction	Remediation
<ul style="list-style-type: none"> ▪ English-Language Arts/History-Social Science core class for all students based on the California state frameworks and standards for fifth grade ▪ Mathematics/Science core class for all students based on the California state frameworks and standards for fifth grade ▪ College Readiness and PE for all students <p>From 6th grade on:</p> <ul style="list-style-type: none"> ▪ Elective courses for students who have exited math and/or reading intervention based on California state frameworks and standards for grades 6-8, including Spanish (based on NCTFL standards), Applied Science 	<ul style="list-style-type: none"> ▪ Reading, Math intervention courses for all students not reading at grade-level ▪ Writing Essentials course for students transitioning out of reading intervention ▪ Summer school reading intervention course for all students not reading at grade-level ▪ Literacy and numeracy workshops and tutoring during Tutorial and Saturday Academies ▪ Additional pull-out support for students requiring further intervention

Literacy Across the Curriculum

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

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

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

- Reading intervention program in order to bring students up to grade-level
- Rigorous, standards-based Language Arts/History-Social Studies block in order to enable students to master grade-level content and skills
- Schoolwide reading and writing in the content areas program that integrates common reading, writing, and learning strategies and instructional practices across the curriculum

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

Recommendation	Implementation
1. Direct, explicit comprehension instruction	<ul style="list-style-type: none"> ▪ The <i>Language!</i> program which will be used in the reading intervention class includes direct, explicit comprehension instruction in every lesson. ▪ In every class teachers will incorporate guided reading on a daily basis. During guided reading, teachers will demonstrate through think-alouds how a proficient reader of text in that discipline reads and makes sense of text. Students will then have the opportunity to engage in guided practice, implementing the same strategies demonstrated by the teacher. Students will go on to practice these strategies in their independent reading in all content areas. The common comprehension strategies that will be demonstrated by teachers during guided reading and practiced by students during guided practice and independent reading will include: previewing text, activating background knowledge and experience, making predictions; establishing a purpose for reading; text coding; four-square notetaking; summarizing; monitoring comprehension; and the use of “fix-it” strategies.
2. Effective instructional principles embedded in content	<ul style="list-style-type: none"> ▪ Students will read and write in every class. Every reading and writing assignment will be used as an opportunity for instruction. Reading and writing will not simply be assigned. Students will read and write to gain content knowledge and to further their reading and writing skills. ▪ Content area teachers will provide instruction and practice in reading and writing skills specific to their subject area. ▪ All teachers will implement common reading, writing, and learning strategies: previewing text, activating background knowledge and experience, making predictions; establishing a purpose for reading; text coding; four-square note-taking; summarizing; monitoring comprehension; and the use of “fix-it” strategies, and the <i>Step Up to Writing</i> program (Sopris West).
3. Motivation and self-directed learning	<ul style="list-style-type: none"> ▪ Motivation and self-directed learning are built into the ACE Charter School culture. By choosing to attend the school, students and families are committing themselves to the goal of academic success and to the core school value of <i>Ganas</i>. Teachers who choose to teach at the school are committing

	<p>themselves to providing the instruction and support needed for academic success at ACE Charter School and beyond.</p> <ul style="list-style-type: none"> ▪ The College Readiness class will assist students in maintaining focus on their long-term goal of success in college. The class will help students decide what they want to achieve in school and in life and what it will take to accomplish those goals. Continual focus on these goals, in the context of a community of support, persistence, and relentless pursuit will be a constant source of motivation. ▪ One way to increase middle school students' engagement in learning is to build student choice into the school day. Through the self-selected independent reading and the implementation of literature circles in the Language Arts curriculum, students will have choice about the texts that they read. In Social Studies, Science, and College Readiness, students will have the opportunity to select research topics for themselves and design their own projects around those topics. ▪ Teachers will select topics and texts to ensure relevancy. Students are more engaged and motivated when interested in what they are learning and understand how it relates to themselves, their world, and their futures. The relevance of content and skills will be explicitly discussed with students.
<p>4. Text-based collaborative learning</p>	<ul style="list-style-type: none"> ▪ Students will have regular opportunities to interact with each other around a variety of texts through the implementation of literature circles in their Language Arts and Social Studies courses. Literature circles not only give students the opportunity to engage in rich, deep discussion and exploration of texts, but also gives them ownership in the process of that learning, as each student plays a role in facilitating the literature circle. ▪ The <i>History Alive!</i> materials that will be used in Social Studies courses provide opportunities for collaborative learning through a wide variety of primary and secondary sources.
<p>5. Strategic tutoring</p>	<ul style="list-style-type: none"> ▪ Students who are not making progress in reading as assessed by the <i>Language!</i> formative and summative assessments, will be referred by the reading intervention teacher for an SST. ▪ If it is determined that a student needs reading intervention beyond the <i>Language!</i> program, one-on-one or small group tutoring will be provided during the regular school day by the Literacy Coordinator or during Tutorial by a trained tutor.

	<ul style="list-style-type: none"> Regular assessment will be done to determine the efficacy of tutoring.
6. Diverse texts	<ul style="list-style-type: none"> It is the school's goal to eventually have a school book collection of ~35 books per student, which will include texts on a wide variety of topics, both fiction and nonfiction, at a wide variety of levels. These texts will be used as the basis for instruction in the Language Arts/History-Social Studies course for independent reading and for literature circles. Students will have the opportunity to select their own texts, based on their interests and reading level. Independent reading will be assessed, monitored, and encouraged through implementation of the Accelerated Reader program.
7. Intensive writing	<ul style="list-style-type: none"> The school will adopt <i>Step Up to Writing</i> as its school-wide writing program. All teachers will receive training and follow-up professional development in <i>Step Up to Writing</i>. The use of a common instructional approach, framework, and language about writing across the school will strengthen writing instruction in every curricular area. Students will write daily in every class. Writing may take the form of a summary, a paragraph, a journal entry, or more extended writing, such as essays, stories, or research papers. In every class teachers will incorporate guided writing. During guided writing, teachers will demonstrate through think-alouds how a proficient writer of text in that discipline plans and creates text. Students will then have the opportunity to engage in guided practice, engaging in the implementing the same strategies demonstrated by the teacher. Students will go on to practice these strategies in their independent writing. Teachers will receive training in the writing rubric used by the state to score writing on the California Standards Test and in scoring writing according to that rubric. All student writing, schoolwide, will be assessed according to the state rubric or a modified version of it. Students will also be trained in using the rubric to guide and assess their writing. Teachers and students may make adjustments to the rubric based on their discipline or on the particular assignment.
8. A technology component	<ul style="list-style-type: none"> Classrooms will have computers for student use. These computers will be used for online research, the use of software programs for differentiated skills instruction, word processing,

	<p>and publishing written work.</p> <ul style="list-style-type: none"> ▪ The school will eventually have a computer lab that teachers may bring their classes to for assignments, research, or the use of software for differentiated skills practice. ▪ Technology-focused electives will be offered for 7th and 8th graders.
9. Ongoing formative assessment	<ul style="list-style-type: none"> ▪ Teachers will conduct daily, informal standards-based assessment of students. ▪ Assessment data will be entered into the school's standards-based assessment software program in order to easily track, monitor, and report individual and collective student mastery of content and skills. ▪ The <i>Language!</i> reading intervention program includes formative assessment with each lesson.
10. Extended time for literacy (2-4 hours)	<ul style="list-style-type: none"> ▪ All 5th grade students and most 6th grade students will participate in reading intervention for 50 minutes per day in order to bring them up to grade level. ▪ All students will have a ~100 min. Language Arts/Social Studies block. This will include 60-80 minutes of literacy instruction and practice. ▪ Students will receive additional reading and writing instruction in each content area class, with daily reading and writing in every course. ▪ The College Readiness course will provide instruction and practice in the academic literacy skills. ▪ The Accelerated Reader program will monitor, assess, and encourage independent reading by students outside of the classroom, in Tutorial and at home.
11. Professional development	<ul style="list-style-type: none"> ▪ The school will provide ongoing, comprehensive professional development internally and externally for all its teachers. ▪ Professional development topics include: standards-based curriculum development and assessment; second language acquisition and instructional strategies that work with ELs; integration of ELD standards into other course curricula; reading in the content areas; writing in the content areas; <i>Step</i>

	<p><i>Up to Writing</i>; and integration of test-taking skills into regular curriculum and instruction.</p> <ul style="list-style-type: none"> Professional development will take the form of: training, demonstration lessons, collaborative planning, collegial observation and feedback, collaborative analysis and scoring of student work, and coaching.
12. Ongoing summative assessment of students and programs	<ul style="list-style-type: none"> The school will have in place a comprehensive assessment plan in order to determine where students are when they enter and how they are progressing towards academic proficiency. Summative assessment data includes: CST scores, grade-level writing assessment scores, CELDT scores, summative assessment data from the <i>Language!</i> reading intervention program and the math intervention program, 7th and 8th grade semester course exams, and the standards-based report card.
13. Teacher teams	<ul style="list-style-type: none"> Teachers will have regular opportunities to plan together, to observe each other, to provide and receive demonstration lessons, and to analyze student performance. Professional development will include opportunities for teachers to work in teams to plan instruction and examine student work.
14. Leadership	<ul style="list-style-type: none"> The school will intentionally hire principals and teachers who have expertise in teaching reading and writing to all students. The Principal and Literacy Coordinator will act as instructional leaders who hold teachers accountable for implementing the school's literacy practices in their classrooms and for the results they are achieving.
15. A comprehensive and coordinated literacy program	<ul style="list-style-type: none"> The school will be built around a comprehensive and coordinated literacy program from the start led by the Lead Teacher and subsequently the Literacy Coordinator. The Literacy Coordinator will lead the school's literacy team in creating a school-wide literacy program plan and timeline. The team will meet regularly to examine assessment data and ensure that the literacy program is meeting its objectives and make programmatic adjustments as necessary. The Literacy Coordinator will meet regularly with the Principal to assess the efficacy of the Literacy program, consult on strategies and programs, and review the performance of students and staff.

	<ul style="list-style-type: none"> ▪ Ongoing professional development in the area of literacy will ensure that teachers are regularly assessing the literacy program, further developing and refining classroom practice, and adjusting instruction to meet student needs.
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Rationale for ELA/HSS and Math/Science Interdisciplinary Core Design

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

According to a 1999 research report by the Northwest Regional Educational Laboratory (NWREL) called “The Inclusive Classroom: Teaching Mathematics and Science to English Language Learners,” there are several aspects to Math and Science curricula that are most effective for EL students. These aspects include thematic instruction where students have an “opportunity to use subject material language in an authentic context,” as well as a “focus on literacy, especially in the area of vocabulary development, academic language, and writing.” According to the report, this type of curricula works best in a “school culture which recognizes individual students challenges while holding all students accountable to the same academic goal.” All of these recommendations are reflected in the ACE Charter School Math/Science core, and apply equally well to the English-Language Arts/History-Social Science Core.

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

Extended Learning Time

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

1. Activities

During the Activities period, all students have the chance to participate in enrichment opportunities that supplement the intense coursework that takes place during the regular school day. The Activities period will include Advisory, Visual and Performing arts experiences, weekly assemblies, student performances, and guest speakers or presentations.

Currently, ACE Charter School is considering a wide array of enrichment classes that may be offered during this period. ACE Charter School plans to partner with community groups and organizations to provide Visual and Performing Arts educational experiences during the Activities period. In addition, ACE Charter School is also exploring the possibility of different academic clubs, such as

Tech Challenge, Science Olympiad, and Odyssey of the Mind, which would also potentially take place at this time. The Activities period may also be used for student groups and clubs to meet, on-going community service projects, as well as collaboration time for students to work on projects or access technology.

2. *Tutorial*

Tutorial provides another opportunity for extended learning and academic support. Students will spend this time in a variety of ways, depending on their current needs and interests. Activities will include: guided practice, supervised homework time and support; small group and one-on-one tutoring; supplementary remedial instruction or enrichment. Tutorial runs from 4:00-5:00 pm on each full day of school.

3. *Saturday Academies*

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

Sample Saturday Academy Schedule

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

4. *Summer School*

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

Sample Summer School Schedule

Time	Class	Minutes
8:30-9:00 am	Assembly	30 minutes
9:05 am-12:05 pm	Literacy Block	180 minutes
12:05-12:35 pm	Lunch	30 minutes
12:40-1:40 pm	Writing Workshop	60 minutes
1:45-3:00 pm	Activities (Art, Drama, Sports, etc.)	75 minutes

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

Special Education: Response to Intervention (RTI) Model

ACE Charter School is investigating the use of the Response to Intervention (RTI) model to guide the design and implementation of interventions, as well as the identification of students to be recommended for assessment to determine eligibility for Special Education services. The RTI model, a general education, tiered model which involves progress monitoring at all levels and promotes the use of intensive, personalized interventions, smaller groups of students, and extended time, fits very well with the overall school design of the ACE Charter School. ACE Charter School shall ensure that an RTI program, if implemented, is coordinated and aligned with County and SELPA policy.

English Learners

Based on the ARUSD student population, it is anticipated that a significant segment of the school's student body will be English Learners (ELs). This will necessitate that the school provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. All courses at the school will employ instructional techniques that have proven to be successful at providing EL students access to rigorous content and instruction while simultaneously building English language proficiency. In addition, the school will place significant emphasis on bridging the school-home gap with families whose first language is not English.

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

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

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

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

The PLP plan will be developed for achieving those goals, including actions and interventions that will be taken by the student, teachers, parents/guardians, and school. The PLP plan includes all academic placement strategies, especially placement in the school’s remedial courses, including Reading and Math Intervention and Writing Essentials.

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

Schoolwide Differentiated Instruction Overview

<i>Course/ Activity</i>	<i>Differentiation for Low Achievers</i>
ELA/HSS block	<ul style="list-style-type: none"> ▪ Flexible grouping ▪ Tiered assignments ▪ Use of instructional materials at a variety of reading levels ▪ Supplementary instruction and one-on-one tutoring
Math/Science block	<ul style="list-style-type: none"> ▪ Flexible grouping ▪ Tiered assignments ▪ Use of instructional materials at a variety of reading levels ▪ Supplementary instruction and one-on-one tutoring
Reading Intervention	<ul style="list-style-type: none"> ▪ Differentiation is built into the <i>Language!</i> curriculum
Math Intervention	<ul style="list-style-type: none"> ▪ Differentiation is built into the <i>Transitional Math</i> curriculum
Writing Essentials	<ul style="list-style-type: none"> ▪ Flexible grouping ▪ Tiered assignments ▪ Use of instructional materials at a variety of reading levels ▪ Supplementary instruction and one-on-one tutoring
Activities	<ul style="list-style-type: none"> ▪ Supplementary instruction and one-on-one tutoring
Tutorial	<ul style="list-style-type: none"> ▪ Supplementary instruction, one-on-one tutoring, greater degree of homework assistance
Saturday Academies	<ul style="list-style-type: none"> ▪ Additional opportunity to receive supplementary instruction and one-on-one tutoring

Summer School	<ul style="list-style-type: none"> ▪ Additional opportunity to receive additional remedial instruction and one-on-one tutoring
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One area where instruction may be supplemented is through the school’s extended day, week, and school year. To ensure that all students have ample opportunity for guided practice, individualized coaching, and additional instruction, the school day, week, and year will be significantly extended to allow for the implementation of several programs targeted at the needs of low-achieving students. The school’s extended day, week, and year will take shape in the following ways:

- *Tutorial*, a mandatory after-school class where students receive individual guided practice and homework assistance from teachers and tutors. The Tutorial period is explicitly designed to respond to student achievement data and target student areas of difficulty. Students will also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work. For those students needing further intervention, one-on-one tutoring and supplementary remedial instruction may be provided.
- *Saturday Academies*, where students receive additional coaching and practice time to learn school culture and master key standards. The Saturday sessions will occasionally include team-building and college-related activities, along with arts and enrichment programs.
- *Summer Session*, a set of programs ranging from pre-5th grade orientation to accelerated opportunities for rising 8th graders. Summer programs will be differentiated to provide critical support for struggling students as well as acceleration and enrichment opportunities for students who have reached grade-level proficiency.

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

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

Professional Development

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

1. Standards-Based Curriculum and Assessment Development

In order to effectively create and deliver a standards-based curriculum, it is crucial for a school to have in place a comprehensive system that links curriculum mapping, lesson planning, assessment and grades. In addition, curriculum, instruction, and internal assessment must be aligned with the external assessments, such as the CST, used to measure the efficacy of the school’s program as a whole.

Some key elements of the training and coaching teachers will receive toward the development of an effective standards-based curriculum include:

- Examination of CST tests, test blueprints, released test items, and student anchor papers to develop an understanding of assessment expectations
- Training in the integration of the ELD standards into each course curriculum

- Individual and collaborative planning time to create standards-based unit plans and lesson plans
- Support for development and implementation of a wide array of assessments, including a standards-based report card, classroom-based formative assessments, grade-level writing assessments, and the authentic assessments that are included in the *Ganas* Portfolio

2. English Language Development

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

Professional development activities in this area will include:

- Ongoing training, demonstration lessons, and coaching in the CALLA model
- Opportunity to learn and deepen their understanding of second language acquisition theory
- Coaching to support the integration of ELD standards into other course curriculum

3. Reading in the Content Areas

Teachers will become familiar with what proficient reading looks like at the middle grades level, and will be trained and coached in an array of specific instructional schoolwide strategies designed to develop proficient reading. Teachers will get ample planning time to create unit and lesson plans that integrate these strategies, along with time to share techniques and demonstrate the use of these strategies to their peers.

4. Writing in the Content Areas

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

5. Integration of Test-taking Strategies into Curriculum

Teachers will learn how to integrate test-taking strategies into regular instruction and assessment so that the acquisition of test-taking strategies is not separate from the rest of curricular content and activities.

6. Integration of Visual and Performing Arts Standards and Frameworks into Other Course Curricula

Teachers will receive training in ways to integrate Visual and Performing Arts instruction into core and elective courses. ACE plans to participate in the professional development programs offered by The California Arts Project (TCAP) and The Bay Area Arts Project (Bay CAP) in order to accomplish this goal.

7. Differentiation in the Mixed Ability Classroom

Teachers will receive training in strategies for differentiating within the classroom in order to provide all students with an appropriate level of challenge. Teachers will learn how to utilize strategies outlined in works such as *The Differentiated Classroom* (Carol Ann Tomlinson); *Teaching Gifted Kids in the Regular Classroom* (Susan Winebrenner).

8. Building the Schoolwide Culture: Ganas in the Classroom

Teachers and all staff will receive explicit training and coaching in helping students adapt to the school's conduct expectations and develop resilience even as they confront academic challenges or frustrations and lack of confidence. Schoolwide systems such as the school Assembly, regular community exhibitions, and Advisory class will provide a context for in-depth reflection on how students can manifest their *Ganas* in their everyday choices; teachers and staff will work collaboratively to implement schoolwide discipline and reward policies that will promote a culture of achievement and respect for effort and incremental improvement.

Staff Development Activities

ACE Charter School has a comprehensive, ongoing staff development plan in place designed to ensure that all target areas of professional development are continually reinforced, revisited, and assessed through training, coaching, peer observation and feedback, collaborative planning, and joint assessment of student work. The schedule of staff development activities includes:

- Daily individual and collaborative planning time
- Weekly professional development meetings—whole school or content area—to review schoolwide practices in reading, writing, ELD/CALLA, test-taking strategies, standards-based planning, instruction, and assessment. Teachers will receive additional training and demonstrations by faculty regarding what is working in their classrooms
- Bi-monthly ½ day professional development, as well as all ARUSD-scheduled professional development days.
- Coaching by literacy coordinator and peers, including observation, demonstration lessons, feedback

Teacher Evaluation and On-going Support

Teachers and staff will receive regular observation and feedback from the Principal, who is the school's educational leader, and the Literacy Coordinator, who will have primary responsibility for school-wide teaching and learning initiatives.

The teacher evaluation process will grow out of staff development activities. The school will develop a teacher evaluation rubric, based on the California Standards for the Teaching Profession, which will focus on assessing teacher effectiveness in helping students meet the school's mission. The observation and evaluation process, and the sharing of best practices that will come out of it, will reflect the strong collaborative culture among teachers and administrators to support students and each other in reaching the school's high expectations.

The Principal will evaluate all teachers and work closely with teachers regarding the results of their evaluation. In order to help teachers improve practice in areas of weakness, the school will tailor its professional development activities to best match the on-going needs of teachers. Teachers will also

have the opportunity both on campus and off to observe master teachers and collaborate with them to improve curriculum development skills and the implementation of teaching strategies.

The overall cycle of teacher evaluation is the following:

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

Some elements of staff development and teacher inservice will focus on areas where teacher evaluation indicates a need for further teacher support and training.

The timeline for teacher evaluations is the following:

- Before start of school: meeting between teacher and Principal to define personal goals for year, ensure that individual teacher goals are aligned with schoolwide goals
- First semester: regular monthly classroom observation by Principal, with informal feedback provided after each observation; Principal also reviews lesson/unit plans, assessments, selected student work
- End of first semester: the Principal completes observations, writes first evaluation; Principal and teacher meet to discuss evaluation and develop specific Action Plan to strengthen practice. Improvement Plan is developed if necessary.
- Beginning of second semester: teacher implements Action Plan or Improvement Plan, Principal and teacher collaborate to ensure that teacher receives appropriate coaching to implement plan; classroom observation or survey of teacher work is completed in timely fashion
- Middle of second semester: principal develops final yearly evaluation, shares evaluation with teacher; based on evaluation specific professional development activities are determined; the Principal’s intention to retain/dismiss teachers will be included in their final yearly evaluation

Staff Recruitment Plan

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

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

ACE Charter School will strive to meet all of the following targets and achievement benchmarks. If student achievement and other data should indicate that the school is not yet meeting these targets and benchmarks, the school will modify its program to improve performance in that area. The ACE Charter School will track the progress of individual students toward the outcomes listed below. The following table indicates key measurable outcomes and assessments used to measure student progress toward mastery:

Measurable Outcomes: Individual Student	Assessment Tools
Proficiency in English-Language Arts <i>(please see following section/ table for target percentages)</i>	<ul style="list-style-type: none"> ▪ CST scores in English-Language Arts ▪ Performance levels on assessed standards in the ELA/HSS core block, as reported on the standards-based report card ▪ Performance levels on grade-level school writing exams ▪ Reading Diagnostic (DORA) scores
Proficiency in Mathematics <i>(please see following section/ table for target percentages)</i>	<ul style="list-style-type: none"> ▪ CST scores in Mathematics ▪ Performance levels on assessed standards in Math/Science core block, as reported on the standards-based report card ▪ Math Diagnostics (DOMA) scores
College Readiness	<ul style="list-style-type: none"> ▪ Rubric-scored <i>Ganas</i> Portfolio ▪ <i>Ganas</i> Scores for conduct and work habits on the standards-based report card ▪ Attendance/Discipline data
English Language Proficiency for EL students	<ul style="list-style-type: none"> ▪ Performance levels on the CELDT ▪ CST scores in English-Language Arts ▪ Performance levels on assessed standards in the ELA/HSS core block as reported on the standards-based report card ▪ Performance levels on grade-level school writing exams ▪ CA ELD Standards Reports from DORA
Achievement of IEP goals for Special Education students	<ul style="list-style-type: none"> ▪ CST or CAPA scores ▪ Performance levels on assessed standards in the core blocks, as reported on the standards-based report card ▪ Performance levels on grade-level school writing exams

Use of Assessment Data to Improve Instruction

Student performance on all of the above assessments will be carefully disaggregated and shared with all staff to help teachers identify areas most in need of improvement, as well as the areas where particular program and curricular refinements would propel students to proficiency. This disaggregated data will be used to shape school practices to ensure that the school meets all significant sub-group achievement targets.

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

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

This model demonstrates our expected growth in student performance on the English-Language Arts and Math CST over time. Based on the additional instructional time and additional interventions that students are being provided with, we anticipate that those students who are performing at Far Below Basic (FBB), Below Basic (BB), or Basic (B) levels on the CST in ELA and Math will make one performance level of progress per year until they reach grade-level proficiency. We are basing these assumptions based on reported results of the intervention programs we are using. The *Language!* reading intervention program generally produces two years of growth in reading in one year. The *Transitional Math* intervention program generally brings students to proficiency over two years; year-to-year growth will be measured by the DOMA assessment. Students also receive additional intervention to support their growth during Tutorial, Saturday Academies, and Summer School. We will revise this model in response to the actual results generated at ACE Charter School and make program adjustments as needed.

The expected performance levels on the CSTs of incoming students are based on data from ARUSD and from the *Ganas* Summer School program. As we anticipate focusing our recruitment efforts on those students performing at the FBB and BB levels, as we did in the *Ganas* Summer School program, we anticipate that we will enroll a higher percentage of FBB and BB students than the district as a whole. In addition, this model assumes a 15% attrition rate. ACE Charter School will revise and refine this model as it learns more about the actual attrition rate and performance levels of enrolled students.

The following chart shows percentages of students who are at the different levels of CST scores in English-Language Arts and Math. Students are defined at different levels if they have that score in either or both English-Language Arts and Math. For example, a student would be counted as “Far Below Basic” if they have a Far Below Basic CST score in English-Language Arts, Math, or both.

It is important to note that when “Beginning of Year” percentages are greater than “End of Year” percentages from the previous year, this is due to newly enrolled students. Another reason that numbers vary slightly from year to year is that the school’s retention policy will most likely have its greatest impact at the end of the 7th and 8th grades; for instance, there are more incoming Far Below Basic students in 8th grade than in 7th because a small number of students will need to repeat 7th grade, opening up spaces in the 8th grade for new students.

	5th		6th		7th		8th	
	<i>Incoming</i>	<i>End</i>	<i>Incoming</i>	<i>End</i>	<i>Incoming</i>	<i>End</i>	<i>Incoming</i>	<i>End</i>
Far Below Basic	37%	4%	8%	1%	1%	0%	3%	0%
Below Basic	40%	37%	38%	11%	11%	2%	5%	3%
Basic	10%	37%	33%	37%	37%	14%	13%	6%
Proficient/Advanced	13%	22%	21%	51%	51%	84%	79%	91%
	100%	100%	100%	100%	100%	100%	100%	100%

Specific Targets for all Assessments as ACE Charter School

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

Table of Expected Outcomes

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

Assessment	Expected Outcome
California Standards Test	Students will improve by one performance level (i.e. Below Basic to Basic) on the ELA and Math CSTs each year until they reach the Proficient level and that they will maintain their proficiency once they achieve it.
CELDT Test	Students will increase by 1 or 2 performance levels each year on the CELDT until they reach English-language proficiency.
Standards-Based Report Cards	<ul style="list-style-type: none"> ▪ For 5th and 6th graders: A year-end standards-based course grade of 3 (Basic) or better ▪ For 7th graders: A year-end standards-based course grade of 3+ (Basic +) or better ▪ For 8th graders: A year-end standards-based course grade of 4 (Proficient) or better
DORA/DOMA	<ul style="list-style-type: none"> ▪ For students below grade-level proficiency in English-Language Arts and/or Math: between 10 months and 2 years of growth per year ▪ For students already grade-level proficient: at least one year of growth per year
<i>Language!</i>	<ul style="list-style-type: none"> ▪ For entering students who have scored Far Below Basic or Below Basic on ELA CST: Successful completion of the <i>Language!</i> (A-B and C-D sections) program in two years ▪ For entering students who have scored Basic on ELA CST:

	Successful completion of <i>Language!</i> program (C-D section) in one year
Transitional Math	Successful completion of the Transitional Mathematics program in two years (some students may be ready to exit the program after one year)
Grade-level Writing Assessments	For each year of writing instruction, students' writing will improve by at least one performance level on rubric based upon CST writing assessment rubric until achieving grade level proficiency.
Classroom-based Standards-based Assessments	<p>At the end of the first semester:</p> <ul style="list-style-type: none"> ▪ For 5th and 6th graders: A standards-based grade of 2.5 (Below Basic +) or better ▪ For 7th graders: A standards-based grade of 3 (Basic) or better ▪ For 8th graders: A standards-based grade of 3.5 (Basic+) or better <p>At the end of the year:</p> <ul style="list-style-type: none"> ▪ For 5th and 6th graders: A standards-based grade of 3 (Basic) or better ▪ For 7th graders: A standards-based grade of 3.5 (Basic +) or better ▪ For 8th graders: A standards-based grade of 4 (Proficient) or better
<i>Ganas</i> Portfolio	Each year, students' <i>Ganas</i> Portfolio score will rise one level on the school-developed <i>Ganas</i> Portfolio rubric until reaching a score of Proficient.

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

Explanation of Assessments

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

1. California Standards Tests

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

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

2. CELDT (California English Language Development Test)

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

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

3. Standards-based Report Cards

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

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

4. DORA: Diagnostic Online Reading Assessment/DOMA: Diagnostic Online Math Assessment

One of the assessment tools that ACE Charter School plans to use is the DORA/DOMA assessment. This web-based assessment tool provides detailed diagnostic data on each student's reading or Math skills in a variety of sub-categories. As an objective assessment, unconnected to any particular curriculum or teacher-created assessment, DORA/DOMA will provide ACE Charter School with an outside measure of achievement and growth that will be essential to measuring the school's success.

In addition to generating reports broken down into sub-skills, DORA and DOMA can generate "standards reports" that note which of the California English-Language Arts, English Language Development, and Mathematics standards each student has mastered across grade-levels. Reports can be generated to look at students individually, by class, or by the school as a whole.

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

DORA will be administered to all students prior to the start of the school year for all students; at the end of the first semester for those students who have not reached grade-level proficiency; and at the end of each school year for all students.

5A. *Language!* Assessments

ACE Charter school is planning to use the *Language!* (Sopris West) reading intervention program, which is approved by the California State Board of Education. The *Language!* program is specifically approved as a reading intervention for students in grades 4-8 who are two or more grade levels behind in reading. It is also one of the only intervention programs approved for ELs. The program has demonstrated success in bringing students up to grade level through teacher-directed, scaffolded, cumulative, systematic and explicit literacy instruction. *Language!* allows for differentiation of instruction, with multiple entry points for students based on placement assessment data, which will be a critical factor in the school's ability to tailor instruction and remediation to individual student needs.

5B. *Transitional Mathematics* Assessments

ACE Charter school is planning to use the *Transitional Mathematics* (Sopris West) math intervention program. *Trans Math* is an intervention program that provides the missing concepts and skills students are lacking at the middle school level. Since it is an intervention, it requires including standards from prior grade levels before moving on to current grade level expectations. This is done over the course of several years. However, in its entirety, *Trans Math* incorporates the key essential standards necessary to prepare students for algebra and allows for differentiation of instruction, with multiple entry points for students based on placement assessment data, which will be a critical factor in the school's ability to tailor instruction and remediation to individual student needs.

6. Grade-level Writing Assessments

Writing is central to the curriculum at ACE Charter School. In order to measure how well students are learning to write both individually and as a school, ACE will administer site-developed, site-scored writing assessments at all grade levels three times each year. These assessments will be similar to the state writing assessment included on the CST at grades 4 and 7. The assessments will be scored using the rubric used to score the CST writing assessment.

Teachers will receive training in the rubric and scoring writing using the rubric, including practice using the anchor papers and sample student assessments so that site expectations are calibrated to state expectations. Students will receive similar training in their ELA/HSS 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.

7. Ongoing, Classroom-based, Standards-based Assessment

In creating classroom-based assessments, teachers will first examine state standards and group them into clusters or units for instruction. Next, teachers will create the unit assessments that they will use to measure whether or not students have gained mastery of the unit standards. Evidence will include a variety of assessments, including forced-choice questions, essays, short written responses, oral reports, performance tasks, teacher observation, and student self-assessment. Finally, teachers will plan the learning experiences and instruction needed to achieve student mastery of standards and the ongoing formative assessments that will be used throughout each unit.

8. *Ganas* Portfolio

The *Ganas* Portfolio is an important and unique element of the assessment process at ACE Charter School. ACE teachers, students, and families will collectively develop a rubric for work that exhibits *Ganas*—which means desire, will and effort in Spanish. Students will be given concrete ways to show in their work and behavior that they are striving for academic success.

The *Ganas* Portfolio is a collection of evidence of how students have shown *Ganas* in all aspects of school life. The Portfolio will include formally assessed work such as essays, projects, and tests, along with personal reflections, journal entries, student art, etc. The Portfolio will also include feedback from teachers and families, including *Ganas* Scores from all classes. The Portfolio will be a primary element of the College Readiness class, but will include work from all classes and school activities. The *Ganas* Portfolio rubric-based assessment will help teachers and parents gauge students’ high school readiness and provide a holistic picture of whether students are learning to be effective, independent learners.

In the spring, the entire community will come together for a *Ganas* Portfolio event where students share their work with their families and school community, and have a chance to assess their own progress, areas of strength, and continuing challenges. The *Ganas* Portfolio will be assessed using a rubric developed by teachers in every subject area.

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

The following tables summarize the ACE Charter School main assessments, the key uses of the results of the assessments, and the people responsible for school development or program implementation based on this data.

The tables are broken down into the four key points in a year-long assessment calendar: 1) Prior to the start of school, 2) Ongoing (throughout school year), 3) End of first semester, and 4) End of school year.

1. Prior to the start of school

Assessment	Use of Data	Person(s) Responsible
CST	<ul style="list-style-type: none"> • Recruitment • Professional development purposes • Placement purposes • Instructional planning • Baseline data • PLP development 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers
CELDT	<ul style="list-style-type: none"> • Baseline data • Instructional planning • Placement purposes • PLP development 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers
DORA/DOMA	<ul style="list-style-type: none"> • Baseline data • Instructional planning 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator

	<ul style="list-style-type: none"> • Placement purposes • PLP development 	<ul style="list-style-type: none"> • Teachers
<i>Language!</i> Assessments	<ul style="list-style-type: none"> • Baseline data • Instructional planning • Placement purposes • PLP development 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers
<i>Transitional Math</i> Assessments	<ul style="list-style-type: none"> • Baseline data • Instructional planning • Placement purposes • PLP development 	<ul style="list-style-type: none"> • Principal • Teachers
Grade Level Writing Assessment	<ul style="list-style-type: none"> • Professional development purposes • Instructional planning • Baseline data • PLP development 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers

2. Ongoing

Assessment	Use of Data	Person(s) Responsible
CST	<ul style="list-style-type: none"> • Professional development purposes • Instructional planning 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers
CELDT	<ul style="list-style-type: none"> • Instructional planning 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers
DORA/DOMA	<ul style="list-style-type: none"> • Instructional planning 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers
<i>Language!</i> Assessments	<ul style="list-style-type: none"> • Instructional planning • Supplementary intervention for those whose Content Mastery Tests and Fluency Tasks and Summative Assessments indicate need 	<ul style="list-style-type: none"> • Literacy Coordinator • Teachers • Tutors
<i>Transitional Math</i> Assessments	<ul style="list-style-type: none"> • Instructional planning • Supplementary intervention for those whose Performance Assessments and Informal Assessments indicate need 	<ul style="list-style-type: none"> • Teachers • Tutors

Grade Level Writing Assessment	<ul style="list-style-type: none"> Professional development purposes Instructional planning Supplementary instruction during Tutorial and Saturday Academies 	<ul style="list-style-type: none"> Principal Literacy Coordinator Teachers
Classroom-based, standards-based assessment	<ul style="list-style-type: none"> Instructional planning Unit pretests-differentiation Unit posttests-differentiation Weekly Progress Reports Standards-based grades Classroom-based intervention 	<ul style="list-style-type: none"> Teachers

3. End of first semester

Assessment	Use of Data	Person(s) Responsible
CST	<ul style="list-style-type: none"> Professional development purposes Instructional planning 	<ul style="list-style-type: none"> Principal Literacy Coordinator Teachers
CELDT	<ul style="list-style-type: none"> Instructional planning 	<ul style="list-style-type: none"> Principal Literacy Coordinator Teachers
DORA/DOMA	<ul style="list-style-type: none"> Measure student progress Regroup students for instruction Inform teacher planning 	<ul style="list-style-type: none"> Principal Literacy Coordinator Teachers
<i>Language!</i> Assessments	<ul style="list-style-type: none"> Instructional planning Supplementary intervention for those whose Content Mastery Tests and Fluency Tasks and Summative Assessments indicate need 	<ul style="list-style-type: none"> Literacy Coordinator Teachers Tutors
<i>Transitional Math</i> Assessments	<ul style="list-style-type: none"> Instructional planning Supplementary intervention for those whose Performance Assessments and Informal Assessments indicate need 	<ul style="list-style-type: none"> Teachers Tutors
Grade Level Writing Assessment	<ul style="list-style-type: none"> Professional development purposes Measure student progress Regroup students for instruction Instructional planning Supplementary instruction during 	<ul style="list-style-type: none"> Principal Literacy Coordinator Teachers

	Tutorial and Saturday Academies	
Classroom-based, standards-based assessment	<ul style="list-style-type: none"> • Instructional planning • Unit pretests-differentiation • Unit posttests-differentiation • Weekly Progress Reports • Standards-based grades • Classroom-based intervention 	<ul style="list-style-type: none"> • Teachers
Standards-based Report Card	<ul style="list-style-type: none"> • Measure student progress • Instructional planning • PLP development 	<ul style="list-style-type: none"> • Teachers

4. End of school year

Assessment	Use of Data	Person(s) Responsible
CST	<ul style="list-style-type: none"> • Measure student progress—individual, class, whole school • Assess efficacy of program • Make programmatic changes • Make final retention decisions 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers
CELDT	<ul style="list-style-type: none"> • Measure student progress—individual, class, whole school • Assess efficacy of program • Make programmatic changes • Summer school placement decisions 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers
DORA/DOMA	<ul style="list-style-type: none"> • Measure student progress—individual, class, whole school • Assess efficacy of program • Make programmatic changes • Summer school placement decisions 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers
<i>Language!</i> Assessments	<ul style="list-style-type: none"> • Measure student progress—individual, class, whole school • Assess efficacy of program • Make programmatic changes • Summer school placement decisions 	<ul style="list-style-type: none"> • Literacy Coordinator • Teachers • Tutors
<i>Transitional Math</i> Assessments	<ul style="list-style-type: none"> • Measure student progress—individual, class, whole school • Assess efficacy of program • Make programmatic changes 	<ul style="list-style-type: none"> • Teachers • Tutors

	<ul style="list-style-type: none"> • Summer school placement decisions 	
Grade Level Writing Assessment	<ul style="list-style-type: none"> • Measure student progress—individual, class, whole school • Assess efficacy of program • Make programmatic changes 	<ul style="list-style-type: none"> • Principal • Literacy Coordinator • Teachers
Classroom-based, standards-based assessment	<ul style="list-style-type: none"> • Feeds to standards-based report card 	<ul style="list-style-type: none"> • Teachers
Standards-based Report Card	<ul style="list-style-type: none"> • Measure student progress—individual, class, whole school • Assess efficacy of program • Make programmatic changes 	<ul style="list-style-type: none"> • Teachers
Physical Fitness Test (PFT) for grades 5, 7	<ul style="list-style-type: none"> • Ongoing curriculum and instructional planning • Demonstrate individual and schoolwide growth from baseline data 	<ul style="list-style-type: none"> • Teachers

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

The overall approach of the ACE Charter School is to develop an academic program and curricula that will propel previously low-achieving students to grade-level academic proficiency by the time they leave the school. The key elements of this program, as well as the metrics used to evaluate the success of the program, are outlined in the ACE School Plan. The seeds of the ACE School Plan exist in the charter; which will be used as a jumping-off point to develop a comprehensive school plan that is accessible to all ACE Charter School stakeholders.

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

ACE Charter School Advisory Board

The Performance Audit process is implemented by the *Charter School Advisory Board*, which will include school staff, parents, students, and other community members. The Charter School Advisory Board will number 12-15 members who have been nominated by members of the school community. The Principal will work to ensure that all school stakeholders are represented on the

Advisory Board. Advisory Board members will be made up of volunteers from each of the school constituencies, including ACE Charter School, school administrators and teachers, parents and guardians, and community representatives. A member of the School Advisory Board will report regularly to the ACE Charter School Executive Director and the ACE Charter School Board of Directors.

Annual Performance Report

Each year, the ACE Charter School Advisory Board will conduct a performance audit which will result in an annual performance report. This report will include *at least* the following information:

- Summary data showing student progress toward the goals and outcomes listed above
- A summary of major decisions and policies set forth by the ACE Charter School Board of Directors during the year
- Data on the parent involvement in the School's governance (and other facets of the school) and summary data from an *Annual Community Survey*
- Data regarding the number of staff working at the school and their qualifications
- A copy of the school's health and safety policies and any major changes to those policies during the year
- Data showing whether ACE Charter School implemented the means listed in the charter to strive to achieve racially and ethnically diverse student population reflective of the territorial jurisdiction of the District
- A comprehensive view of ACE Charter School's admissions practices during the year, including information regarding the numbers of students enrolled, children on waiting lists and the students expelled and/or suspended
- Analyses of the effectiveness of ACE Charter School's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints
- Parent/Teacher satisfaction results from the *Annual Community Survey*
- Any other information regarding the educational program, the administrative, legal and governance operations of the ACE Charter School relative to compliance with the terms of the charter generally

The performance report will be presented annually to the ACE Charter School Board of Directors and the Santa Clara County Office of Education. Through the Charter School Advisory Board, it will also be shared with all school stakeholders. ACE Charter School and the Santa Clara County Office of Education will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report.

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

ACE Charter School is not a high school.

Attachment 5. ACE Charter School Recruitment and Enrollment Plan

Recruitment and Enrollment Plan Contents:

- a. A description of the students the school intends to recruit
- b. A description of the efforts the school intends to use to recruit intended students
- c. The projected number of students, by grade level, for the coming school year and two additional subsequent school years
- d. The projected number of students, by ethnic category, for the coming school year and two additional subsequent school years
- e. A description of the process that the school will use to register and enroll students
- f. A description of the process the school will use if more or fewer students register per grade level than projected (including lottery and preferences, if any)
- g. A description of the process the school will use if more or fewer students register per ethnic category (including supplementary recruitment efforts, if any)

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

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

ACE Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations; ACE Charter School does not charge tuition and the school does not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability or any other basis protected by law.

Immunizations

California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. ACE Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

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

School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period.

Exceptions are allowed under the following conditions:

- a. The parent provides a signed doctor’s statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b. Parents may request exemption of their child from immunization for personal beliefs.

- c. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed.

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

Physical Examinations

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

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

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

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

Recruitment Strategy

The ACE Charter School recruitment process will be designed to enroll entering 5th graders who are below proficiency in Language Arts and/or Math. In order to effectively identify and attract low-performing students and their families, ACE Charter School hopes to work collaboratively with Alum Rock Union School District (ARUSD) staff, elementary school administrators and teachers, and school-based parent leaders. ACE Charter School looks to build a relationship with ARUSD district and school staff where the district and schools will identify students who have scored Below Basic or Far Below Basic on the California Standards Test (CST), and will facilitate meetings between the students, their families, and ACE Charter School.

ACE Charter School will also develop partnerships with community centers, churches and other organizations who work with local children and families. As a result of the partnership with these schools and organizations, ACE Charter School will be able to hold numerous bilingual informational sessions for prospective students, widely distribute bilingual recruitment materials, and work to achieve racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of ARUSD.

ACE Charter School will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of ARUSD, including:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of ARUSD
- Partnerships with community organizations, churches and local elementary schools to ensure that all elements of the ARUSD community have access to information about ACE Charter School
- Public informational meetings with translators available for families

ACE intends to specifically recruit students from low-achieving elementary schools in Alum Rock School District in Program Improvement (PI) status. These schools include Chavez Elementary (Year 4 of PI, most recent API statewide rank of 1), Meyer Elementary (Year 3 of PI, most recent API statewide rank of 2), and Slonaker Elementary (Year 3 of PI, most recent API statewide rank of 2).

Public Outreach Campaign

ACE Charter School has planned a series of public outreach events, mailers, and other activities during the run-up to the opening of the school which ACE hopes to use a model in subsequent years.. All ACE Charter School events and informational materials will be bilingual, and all recruitment activities will stress the school's focus on target students who have fallen significantly behind grade level and are in need of additional support.

ACE Charter School hopes to collaborate with ARUSD to create a Memorandum of Understanding regarding ACE's recruitment practices, and to work closely with ARUSD district staff and school administrators and teachers to identify struggling students. ACE hopes to directly contact and recruit students identified by their teachers as in need of the services that ACE Charter School is designed to provide. It is ACE Charter School's intention to work collaboratively with district and school staff to set up presentations and provide bilingual information at the schools themselves for students, teachers, and parent groups.

Recruitment Partners

ACE hopes that its primary partner in the effort to recruit low-achieving students to the school will be ARUSD itself. ACE will also work with local community organizations committed to helping the least fortunate in East San Jose. Initially, ACE would like to continue to build on its partnership with local organizations such as Our Lady of Guadalupe Church, St. John Vianney Church, Most Holy Trinity Church, the Boys and Girls Club, the City of San Jose Youth Centers, and Somos Mayfair (formerly the Mayfair Improvement Initiative). This collaboration would be designed to reach families who are not engaged in their children's education. Each year, before recruitment begins in January, a meeting with representatives from ARUSD, ACE, and community organization leaders would be held to discuss recruitment strategies and implementation.

ACE Commitment to Target Students

ACE Charter School's recruitment strategy is based on the target of serving Far Below and Below Basic students from ARUSD elementary schools. ACE Charter School hopes to come to an agreement with ARUSD regarding identifying and recruiting the school's target student. Among the commitments that ACE Charter School is prepared to make are:

- ACE Charter School will recruit exclusively at low-performing ARUSD elementary schools
- All ACE Charter School family events will occur at the ACE Charter School campus or at low-performing ARUSD elementary schools
- ACE Charter School will send recruitment materials only to students identified by ARUSD district or school staff as low-performing

Proposed Recruitment Timeline

The following is a proposed timeline for the ACE Charter School recruitment process:

- By November
Work with recruitment partners to set up recruitment process
Meet with community organization and school leaders to explain target student
Make presentations regarding to partners
- By December
Recruitment process schedule in place
- January-March
Send bilingual mailers to target families
Hold parent meetings at identified community partners, schools, churches, community events, etc.
Conduct home visits to families
- April
Applications Deadline
- April-June
Enrollment process

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

Growth Plan: Year 1 to Capacity

Grade Level	2008-9	2009-10	2010-11	2011-2012
5 th	112	112	112	112
6 th		110	110	110
7 th			93	93
8 th				85
Total	112	222	315	400

ACE Charter School will serve students in grades 5-8, rolling out one grade per year until reaching capacity in year 4. The school plans to open with a 5th grade only in 2008. In grades 5 and 6, ACE Charter School will continuously enroll vacated spaces due to attrition. The school expects to experience an attrition rate of 15% in grade 7 and 10% in grade 8. ACE Charter School will

continuously review attrition rate data, and will adjust its projections should enrollment figures prove different in any way from initial projections.

As the school learns more about the particular attrition patterns in the community it serves, the preceding growth plan may vary somewhat. However, regardless of variations at individual grade levels, ACE Charter School is committed to the small-school model and will cap its enrollment at 400 students.

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

Ethnic Category	2008-9	2009-10	2010-11
Hispanic	102	203	287
Asian	3	5	8
Filipino	1	3	4
White	3	5	8
Pacific Islander	3	5	8
Total	112	222	315

The above figures are based on enrollment in the ACE Charter School summer school program in 2007, which targeted Far Below and Below Basic students. ACE Charter School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of ARUSD. Because of the school’s specific target student, the school’s racial and ethnic balance may vary somewhat from the district as a whole.

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

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

Students on the waiting list are enrolled throughout the summer and the school year as spaces open up. All applications received after the April 30 deadline are held on a space-available basis. In the case that the wait has been extinguished, those applications will be considered through a public random drawing for subsequent available spaces.

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

Registration packets will be date stamped upon receipt. All forms will be checked for completion upon receipt by the school. Complete forms will be sorted by grade, and counted. Incomplete

forms will be returned to the applicant parent or guardian for completion as soon as possible for resubmission. The school shall use best efforts to notify the applicant by phone or electronic mail, of the incomplete registration. ACE Charter School shall not be responsible for out of date or incomplete contact information. ACE will implement the following process in Year 1, and will adjust the process as needed to meet the needs of school, families, and authorizer.

1. Names and addresses of prospective students and their families provided by applicants in registration packets submitted for the initial year and new (non-returning) prospective students for the second year will not be disclosed by ACE Charter School. ACE Charter School may share non-personal information on the number of prospective students, their grades, and their attendance areas with third parties including Alum Rock Union School District, the Santa Clara County Office of Education, and the California Department of Education.
2. In the event that capacity, as by determined by the ACE Charter School Board, is not met at a certain grade level, all students registering for enrollment into that grade will be enrolled and shall be considered an “existing ACE Charter School student” for purposes of this procedure.
3. In the event that the number of registrations exceeds capacity at any grade level, a random, public lottery will be held on a date and location that is published within the school community. The lottery shall be conducted as follows:
 - a. Should more than one grade require selection by lottery, the order that grades are filled will also be determined by lottery.
 - b. Enrollment for each grade will be determined in stages pursuant to the preferences described in the School’s charter and the Memorandum of Understanding between the ACE Charter School and the Santa Clara County Office of Education. Preferences in the lottery shall be extended to the following, in order of priority:
 - i. Siblings of existing ACE Charter School students.
 - ii. Students who reside inside the boundaries of the Alum Rock Union School District.
 - iii. All other students who reside in California
 - c. Registration forms for each grade level will be separated into piles according to their preference stage/group and will be counted and numbered. If the number of registration forms in each stage would not exceed the grade’s capacity, all students registering in that stage will be enrolled and shall be considered an “existing ACE Charter School student”. When a stage is reached where the number of registration forms would exceed the grade’s remaining capacity, the matching numbers assigned to the registration forms in that stage will be put into a “bingo ball” machine and drawn by a “third party” until capacity is reached. A student whose registration form number is drawn will be enrolled and shall be considered an “existing ACE Charter School student”.

- d. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of the waiting list will be determined in the same stages as outlined above (registration forms will be redistributed into stages as necessary) using an identical method of placing the matching numbers assigned to registration forms into a “bingo ball” machine by stage and drawing them until all registration forms have been ordered and placed on the wait-list.
 - e. Registration forms for subsequent Enrollment Periods will undergo the same process. Registration forms for grades that are already filled to capacity shall be drawn as stated above for placement on the wait-list after the last name on wait-list that already exists.
4. Registration or wait-list confirmations will be mailed. Enrollment Packets will also be mailed once the lottery is completed and when every grade’s enrollment has been determined and will consist of state-required information, such as immunizations and other School-generated forms.
5. If completed enrollment information is not submitted by the date required in the Enrollment Packet the student’s slot will be forfeited.
6. Wait-lists will be maintained for the current enrollment year only. Wait-lists will not carry over to the following year.
7. Once placed on a wait-list, a student will remain on the list until one of the following occurs:
 - a. The student is accepted into ACE Charter School as space becomes available and enrolls in ACE Charter School.
 - b. The parent/guardian requests that the student be removed from the wait-list.
 - c. The school year ends.
8. When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for the grade level. The notification will be mailed to the address on the registration form and will consist of a written offer letter along with a response form for the parent/guardian to return to ACE Charter School.
9. It is the parent/guardian’s responsibility to update their contact information continuously with ACE Charter School. ACE Charter School shall not be responsible for failure to contact a wait-list parent due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:
 - a. Accept the available slot. The Acceptance must be received by ACE Charter School within seven (7) days of the date of the offer letter in order for the acceptance to be valid.

- b. Decline the available slot and be removed from the wait-list.
 - c. Decline the available slot and be placed at the end of the wait-list.
 - d. If ACE Charter School does not receive a response form within ten (10) days, ACE Charter School may deem the parent/guardian to have declined the available slot and remove the student from the wait-list.
 - e. If a space becomes available after the end of the previous school year, the timeline for responding will be at the discretion of the Principal/Administrator.
10. If the slot is accepted, the parent/guardian has fourteen (14) more days to return a completed enrollment packet and schedule a parent orientation and start date for the student or the slot will be forfeited.
 11. If the slot is not accepted or a slot is forfeited due to late response form, enrollment materials or scheduling of a family orientation and start date for the student, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the wait-list is exhausted. Parents/guardians who have accepted enrollment but who have forfeited their “slot” due to late or missing enrollment materials or late scheduling of a parent orientation and start date for the student will have the opportunity to be placed on the end of the wait-list.
 12. In the event a situation arises that is not covered by this procedure, the ACE Charter School Board of Directors will determine the fairest method for resolution of the issue.
- f. A description of the process the School will use if more or fewer students register per grade level than projected (including lottery and preferences, if any), and g. A description of the process the School will use if more or fewer students register per ethnic category (including supplementary recruitments efforts, if any)**

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

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

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

Attachment 6. ACE Charter School Personnel Policies

- a. The school's policy to protect the employment rights of employees who formerly worked at a public school district in California
- b. The school's policy defining the school's position on collective bargaining
- c. The school's policy defining the school's offerings of employee retirement benefits
- d. The school's policy protecting the employment rights of persons in federally protected categories
- e. The school's policy on criminal background checks

ACE Charter School is in the process of creating an employee handbook which, among other elements, will include the information here. This employee handbook will be completed by January 1, 2008, and will be submitted for review to the Santa Clara County Office of Education.

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

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

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

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

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

The ACE Charter School Executive Director is responsible for the implementation of financial procedures established by the ACE Charter School Board of Directors. ACE Charter School employees are paid according to a salary scale determined by the ACE Charter School Board of Directors. All ACE Charter School staff participate in the federal social security system and STRS/PERS as applicable to their position. ACE Charter School staff also have the option of participating in the school's medical, dental and vision insurance plan. All employees and applicants are notified of their benefits options.

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

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

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, ACE Charter School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant of an employee unless undue hardship would result.

Any applicant who requires an accommodation in order to perform the essential functions of the job should contact the Executive Director/Principal and request such an accommodation. The individual with the disability would specify what accommodation he or she needs to perform the

job. ACE Charter School will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. ACE Charter School will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, ACE Charter School will make the accommodation.

Any staff member who feels that discrimination has occurred should immediately contact the Executive Director/Principal. ACE Charter School shall keep such matters confidential and shall disclose information only as is necessary under the circumstances. Retaliation against complainants or witnesses is strictly prohibited.

e. The school's policy on criminal background checks

Employees and contractors of ACE Charter School will be required to submit to fingerprinting and a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the ACE Charter School Board of Directors on a quarterly basis.

The ACE Charter School Executive Director shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee, if any, shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at ACE Charter School:

- A valid and current California State Teaching Credential for core academic teaching staff;
- State and federal fingerprint clearance to work with children;
- Criminal record summaries, which will be maintained by the Executive Director/Principal in a confidential secured file separate from personnel files, as required under the law;
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification;
- A completed Employment Application for all staff;
- Copy of teaching credential
- Cover Letter;
- Resume;
- Complete W-4 & DE-4 Income Tax forms

Attachment 7. ACE Charter School Plan for English Language Learners

- a. The school's plans for involving parents, staff, students, and/or community members in developing, implementing, and/or evaluating programs for English learners
- b. The school's plans to properly identify, assess and report all students who have a primary language other than English
- c. How the school's general funds will be allocated to meet the specific needs of English learners, and what additional or categorical funds will be used, if any
- d. How the progress of English learners will be measured, and how those measurements will be used to improve the instruction and supplemental activities for English learners
- e. What training will be provided for staff to ensure the effectiveness of the program for English learner students
- f. How students will be placed in programs to assist English learners, and how parents can exercise their rights concerning student placements
- g. How the effectiveness of the school's programs for English learners will be measured, and how those measurements will be used to improve the programs

Introduction: The ACE Charter School Plan for English Learners

Based on the ARUSD student population, it is anticipated that a significant segment of the school's student body will be English Learners (ELs). This will necessitate that the school provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. All courses at the school will employ instructional techniques that have proven to be successful at providing EL students access to rigorous content and instruction while simultaneously building English language proficiency. In addition, the school will place significant emphasis on bridging the school-home gap with families whose first language is not English.

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

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

Strategies for English Learner Instruction and Intervention

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

CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for ELs based largely on findings of studies on cognition. The model integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. CALLA, developed by Anna Uhl Chamot and J. Michael O'Malley, is in use in approximately 30 school districts in the United States as well as in several other countries.

CALLA integrates instruction in topics from the content curriculum with development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks. Through a comprehensive lesson plan based on cognitive theory and efforts to integrate academic language and learning strategies with content, CALLA lessons rely on content to determine the academic language selections and learning strategies to be taught. These lessons rely heavily on scaffolding, or the provision of instructional supports when concepts and skills are first introduced and the gradual removal of supports as students develop greater proficiency, knowledge, and skills.

The CALLA model is consistent with ACE Charter School's mission of preparing students for academic success in high school and beyond. The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school.

Best Practices to Serve ELs

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

1. School Structure

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

Best Practice	Rationale	ACE Charter School Program
Small schools and small classes	Research shows that as school and class sizes shrink, opportunities grow, particularly for ELs and other low-achieving students.	ACE Charter School will be a small school with small classes, with a maximum of 400 students in the school and 20-25 students per class, compared to the 30-student average class size in ARUSD. Being a small school with small classes will allow ACE Charter School to create greater personalization of instruction; more meaningful relationships between students and teachers and students and students; a more easily realized shared sense of purpose around the goal of high academic achievement; improved identification of special needs, allowing for earlier intervention; fewer classroom discipline disruptions; and greater teacher-parent contact.
Extended learning time	More time in school is particularly beneficial for ELs, as the development of the level of English language proficiency needed for academic success can often take between 5-7 years to achieve.	ACE Charter School will provide students with an extended day, extended week, and an extended year. Over the course of their 4 years at ACE Charter School, students will spend significantly more time in school than their peers at traditional schools.
Summer learning programs	In addition to extending learning time, summer learning programs eliminate the negative impact that summer vacation has been shown to have for ELs. The most effective summer learning programs for ELs are linked to the same standards and accountability that guide the academic year and provide continuity of format, faculty, and materials as the regular school-year curriculum.	The summer program at ACE Charter School is a comprehensive part of the overall school structure and design. For incoming students, the summer program provides a jump start on beginning to make up academic shortfalls. Incoming summer school students will participate in reading intervention and mathematics intervention, in addition to opportunities for enrichment. For continuing students, the summer program offers opportunities for the extension of school year learning, enrichment, and remediation.

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

2. Curriculum

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

Best Practice	Rationale	ACE Charter School Program
Implement thematic, core block instruction	There are many advantages for ELs of thematic, core block instruction. Thematic instruction contextualizes learning and provides ELs with multiple opportunities to understand and process new information. Students spend more time with one teacher, allowing them to spend less time figuring out teachers' instructional styles and expectations and classroom procedures and practices and spend more time learning.	At ACE Charter School, all major academic subjects are delivered in thematic, core blocks. Students spend 97 minutes in an English-Language Arts/History-Social Science block and 97 minutes in a Mathematics/Science block each day. This enables students to focus more on content than on general classroom processes and procedures. Teachers spend more time with students, allowing for a greater knowledge of student performance and an enhanced ability to personalize instruction. ELD standards are integrated into each core block curriculum and ELD instructional strategies are employed by the teacher.
Implement schoolwide instructional practices and provide direct instruction in these strategies	The implementation of common instructional practices across all content areas enables ELs to focus on content learning rather than on the process of particular academic tasks. ELs also benefit from direct instruction in the learning strategies necessary for content area learning. Students are explicitly told the name of the strategy, why using it will assist their learning, and how to use it within the lesson context and across other contexts.	Teachers at ACE Charter School will utilize common literacy practices and learning strategies in their classrooms, such as prereading strategies, summarizing, text coding, the Step Up to Writing process, four-square notetaking, and Vocabulary Study Cards. They provide direct instruction in the use of these strategies. The use of the strategy is demonstrated and the "expert thinking" of the teacher is made visible to the students through think-alouds. Students are given ample opportunity to practice the strategy with the support of the teacher, peers, and scaffolding before being asked to use and apply the strategy independently. For those students having difficulty grasping the common practices, reinforcement workshops are offered during Saturday Academies. Strategy instruction in the student's native language may be offered for students at the Beginning or Early Intermediate levels of English language proficiency.
Provide Spanish for Native Speakers	Maintenance and further development of a student's native language enhances academic achievement, and is an asset for students in an global, multicultural, multilingual society.	ACE Charter School will offer Spanish for Native Speakers as an elective.

Best Practice	Rationale	ACE Charter School Program
Provide high levels of student interaction and hands-on, experiential learning	ELs need many opportunities to use their language skills for the purpose of negotiating meaning. For ELs, more academic talk results in more academic learning. In addition, hands-on and experiential tasks enable ELs to work with real objects and real problems and engage all of their senses in learning. Hands-on, experiential learning increases comprehensibility and engagement, which are particularly useful in building English language proficiency for ELs.	Teachers at ACE Charter School ensure high levels of student interaction by providing numerous and varied opportunities for oral language use in a variety of situations; providing opportunities for group work and cooperative learning in which students can both build and use oral language; providing instruction in effective participation in group discussion; and having students prepare and develop oral presentations. Thematic, core block instruction facilitates this kind of instruction.
Provide ample opportunities for ELs to show mastery of knowledge, skills on various forms of assessment	In addition to formal assessments (CELDT, CST, reading and math intervention assessments, and classroom tests and quizzes), ELs need opportunities to demonstrate mastery through alternative assessments.	Alternative assessments at ACE Charter School may include authentic classroom tasks, teacher observation, and anecdotal notes. The <i>Ganas</i> Portfolio provides an additional avenue for ELs to demonstrate personal growth and academic success.
Provide explicit, systematic instruction in word recognition, phonological awareness, fluency, and phonics	ELs are most successful at building their reading proficiency when they are enrolled in reading programs that deliver explicit, systematic instruction in word recognition, phonological awareness, fluency, and phonics.	ACE Charter School will implement a Reading intervention program that contains these elements. ACE is currently considering using the <i>Language!</i> Reading intervention program, which is approved by the SBE for use with ELs.

3. Parent and Community Involvement

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

Best Practice	Rationale	ACE Charter School Program
Provide parent outreach programs	Parents are a crucial component in the academic achievement of their children. The more they know about the expectations, challenges, and opportunities facing their children, the more able they are to be effective partners in their children's success in school.	<p>ACE Charter School will provide extensive opportunities for parents to participate in the academic life of their students and the school. These include:</p> <ul style="list-style-type: none"> Regular community exhibitions of student work, with school staff, families and community members using school-developed rubrics to assess student work Home visits by teachers and school leaders to develop closer connections with families of struggling students Regular evening College Readiness classes and college field trips for the whole family to encourage families and students to commit to the multi-step process of preparing for college success Parent participation on Hiring Committees, with significant input from families on new staff and teacher hires Discipline process which involves school-family meetings and student behavior contracts that involve the family in entire process Regular teacher communication to families (letters and phone calls) to keep families abreast of student successes and problems
Communicate with families in native language	By eliminating the language barrier, parents are more able to participate in their children's education.	At ACE Charter School, all written communication will be made available in Spanish. The school will seek out bilingual faculty and staff to facilitate communication between families and school.
Encourage native language use at home	Being bilingual is an asset for students, promoting healthy family and community relationships and is a source of cultural identity and pride.	ACE Charter School will encourage and celebrate native language use at home.
Accommodate parents' schedules	In addition to language barriers, scheduling and transportation may be a barrier for participation in the life of the school for some parents.	ACE Charter School will vary the times or offer events and programs at multiple times and assist in coordinating transportation so that parents may participate in school activities to the greatest extent possible.

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

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

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

Connecting With Individual Students, Families

Another important element of the ACE Charter School program which provides key support for EL students and families is the school’s emphasis on bridging the school-home gap with families whose first language is not English. Some of the key school-wide elements in the school’s program include:

- Hiring bilingual staff
- A positive learning environment where students feel safe and accepted
- Teachers with specialized training (CLAD, B-CLAD credentials or an equivalent certification recognized by the California Commission on Teacher Credentialing) in how to simultaneously teach grade level content and skills while building English proficiency (ACE Charter School expects to have 100% of teachers CLAD credentialed or possessing an equivalent certification recognized by the California Commission on Teacher Credentialing or actively working toward achieving this credential.)
- Communication process in family’s home language (to the extent possible) which involves school-family meetings and student behavior contracts that involve the family in finding solutions to behavior, attendance, and attitude problems. Regular teacher communication to families (Weekly Progress Reports, Six Week Progress Reports, letters, and phone calls) to keep families abreast of student successes and problems
- Regular school meetings, student exhibitions to share, explain student work, school vision
- Consistent school-home communication in family’s home language (teacher phone calls, meetings with administrators, etc.)

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

Identification of English Learners

1. Home Language Survey

ACE Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms). If the results of this survey indicate

that the student comes from an environment where a language other than English may have had an impact on the student's level of English language, the student is referred to the Principal/Literacy Coordinator and the Personal Learning Plan process for the appropriate identification of services.

2. CELDT Testing

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

ACE Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

3. Development of EL program elements in student Personal Learning Plan (PLP)

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

Redesignation

Redesignation procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

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

All students who have been redesignated will continue to be monitored for a minimum of two years in accordance with existing California regulations and the federal No Child Left Behind (NCLB) legislation. Monitoring does not mean that the CELDT (e.g., scores on CST in English-language arts) are administered again; rather, the student's academic achievement and progress should be monitored to be certain the student is continuing to progress. If the student fails to progress, they will be referred to the PLP Team to determine appropriate interventions.

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

The ACE Charter School model involves using funds from its general fund to support the following programs to support EL students: small class size, extended learning time, extended summer programs, among others. The ACE Charter School Advisory Board will make recommendations to the ACE Principal and other school decision-makers on how the EL program is to be modified and/or expanded to meet the specific needs of English Learners.

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

For ELs and Special Needs students, the school will track progress toward academic and college readiness achievement benchmarks in the same way it does for any student. In addition, the school will also carefully track EL student progress toward fluency in English and the degree to which learning-disabled students are meeting IEP goals. Key assessments in measuring the progress of English Learners includes California Standards Tests; the CELDT test; standards-based report cards; diagnostic literacy and numeracy tests; ongoing, classroom-based, standards-based assessment; grade-level writing assessments; and the Ganas Portfolio, which is a collection of student work from across the curriculum.

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

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

All students who have been redesignated will continue to be monitored for a minimum of two years in accordance with existing California regulations and the federal No Child Left Behind (NCLB) legislation. Monitoring does not mean that the CELDT (e.g., scores on CST in English-language arts) are administered again; rather, the student's academic achievement and progress should be monitored to be certain the student is continuing to progress. If the student fails to progress, they will be referred to the PLP Team to determine appropriate interventions.

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

Based on the ARUSD student population, it is anticipated that a significant segment of the school's student body will be English Language Learners (ELs). In order to effectively serve ELs, all teachers need to be considered and consider themselves ELD teachers. They need to have an in-

depth knowledge of second language acquisition and instructional strategies that have been proven successful with ELs. Teachers need training and time in order to integrate ELD standards into their course curriculum in collaboration with colleagues. ACE Charter School plans to implement the Cognitive Academic Language Learning (CALLA) model to train its teachers in delivering ELD in core curricular courses.

Professional development activities in this area will include:

- Ongoing training, demonstration lessons, and coaching in the CALLA model
- Opportunity to learn and deepen their understanding of second language acquisition theory
- Coaching to support the integration of ELD standards into other course curriculum

Staff Development Activities

ACE Charter School has a comprehensive, ongoing staff development plan in place designed to ensure that all target areas of professional development are continually reinforced, revisited, and assessed through training, coaching, peer observation and feedback, collaborative planning, and joint assessment of student work.

The schedule below details how each area of emphasis will be rolled out across the school and includes:

- Daily individual and collaborative planning time
- Weekly professional development meetings—whole school or content area—to review schoolwide practices. Teachers will receive additional training and demonstrations by faculty regarding what is working in their classrooms
- Bi-monthly ½ day professional development, as well as all ARUSD-scheduled professional development days.
- Coaching by literacy coordinator and peers, including observation, demonstration lessons, feedback

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

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

ESL Intervention

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

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

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

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

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

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

Attachment 8. ACE Charter School SELPA Agreement

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

ACE Charter School shall comply with all applicable requirements of federal and state law concerning the education of children with disabilities, including the requirements of the Individuals with Disabilities Act (20 U.S.C. § 1401 *et seq.*), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*). As stated herein, Ace Charter School shall implement a Student Study Team Process (“SST”), a regular education function, to monitor and guide referrals for Section 504 and Special Education services. The School will send written notice to the SCCOE at least ten (10) days prior to each upcoming SST meeting.

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

1. The Charter School shall adhere to the policies, procedures and other requirements of the Local Plan for Special Education and of the SCCOE regarding services to special education students.
2. The SCCOE shall provide special education services to all special education students of the School consistent with the services it provides at its other public schools. The SCCOE shall be responsible for providing all appropriate special education and related services, including development of written IEPs, in accordance with all applicable state and federal laws for all students with exceptional needs. The SCCOE shall obtain state and federal special education funding allocated for Charter School students through the SELPA. Upon mutual written agreement and in accordance with the Special Education Local Plan the Charter School may provide reasonable and approved special education services in accordance with student IEP’s directly and the SCCOE may reimburse the Charter School for the School’s provision of such services. ACE Charter School shall cooperate with SCCOE and coordinate with SCCOE in the same manner as any other public school of SCCOE to ensure full compliance with State and Federal Law and the policies procedures of the Local Plan for Special Education and of the SCCOE.
3. The SCCOE shall convene IEP team meetings, and shall ensure that IEP teams are informed of the School’s instructional design, mission, and charter in the development of IEPs. IEP teams shall include a representative of the ACE Charter School. ACE Charter School shall be responsible for having the designated representative in attendance at IEP meetings in addition to any representatives who are knowledgeable about the regular education program at the School. The SCCOE shall ensure appropriate documentation of the IEP process and ensure compliance with all parent and student rights. Decisions regarding eligibility, goals/objectives, program, placement and exit from Special Education shall be the decision of the IEP team. Services and placements shall be provided to all eligible School students in accordance with the policies, procedures and requirements of the SCCOE and of the Local Plan for Special Education. To the extent that the agreed-upon IEP requires educational or related services to be delivered by staff other than the School

staff, the SCCOE shall provide and/or arrange for such services including, but not limited to, identification, evaluation, IEP development and modification, and educational services. The SCCOE shall, when necessary, initiate and pursue due process hearings and claims as needed to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, the SCCOE shall, in consultation with the School, defend all aspects of the claim. ACE Charter School shall cooperate with SCCOE in its defense of the claim.

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

5. ACE Charter School shall identify and refer students who have or may have exceptional needs that qualify them to receive special education services. The School shall follow the SCCOE policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with the IDEIA and California Law and SCCOE policy. The SCCOE shall determine which special education assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the SCCOE's general practices and procedures, and applicable law. ACE Charter School shall provide any information requested by the SCCOE to make this determination. ACE Charter School shall not conduct unilateral independent assessments without prior written approval of the SCCOE.

6. ACE Charter School recognizes and agrees that it is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information on any student enrolling from a non-SCCOE school. The SCCOE shall ensure that the School receives notification and relevant files of all students with an existing IEP who transfer to the School from an SCCOE school. The SCCOE shall be responsible for securing the signed permission of the parent/guardian for the release of student records.

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

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

Maintenance, Safety and Long-term Facility Plan Contents:

- a. The address and phone number for the School
- b. A sketch or drawing of the School's campus, indicating main office, classrooms, activity areas, lunch room, athletic fields, etc.
- c. A statement of the School's seismic safety (structural integrity and earthquake preparedness)
- d. The School's plan for natural disasters and emergencies (how the School will be evacuated, how parents will be notified, etc.)
- e. The School's plan for training staff and students on safety procedures (including fire drills, workshops, etc.)
- f. The School's maintenance plan, including how hazardous conditions will be identified and addressed
- g. A statement of the School's long-term facilities plans, including potential renovation, additions, location changes, etc.

- a. **The address and phone number for the School**
- b. **A sketch or drawing of the School's campus, indicating main office, classrooms, activity areas, lunch room, athletic fields, etc.**
- c. **A statement of the School's seismic safety (structural integrity and earthquake preparedness)**

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

Overview of Plan to Secure Facilities

ACE is currently preparing its Proposition 39 request to the Alum Rock Union School District, and is also exploring alternative site possibilities. ACE Charter School intends to occupy facilities as close as possible to the target student population, that is, near one or more of the elementary schools which have high numbers of students scoring Below Basic or Far Below Basic on the California Standards Test. These schools include such schools as Dorsa Elementary, Chavez Elementary, and Goss Elementary. The necessary space includes: a space consisting primarily of 20'x45' classrooms, teacher offices, and a multipurpose room capable of managing students and used for both meals and student activities. The facility will also include adequate parking and playground space for our students.

Annual square footage requirements are estimated based on student enrollment. In Year 1 the estimated square footage requirement is approximately 8,000 sq ft and by Year 4 when the school reaches full enrollment of 400 students ACE Charter School has estimated a need for a 28,000 square foot facility.

ACE Charter School will present its Proposition 39 facility request annually to the Alum Rock Union School District within the timelines required by law. In Year 1 ACE Charter School has also included in this budget an alternative cost estimate for a facility lease based on a projected rate of \$1.75 per square foot per month. Actual costs for leasing the facility are included in the Year 1 budget. As soon as the application and response process of Proposition 39 is complete, the Charter School will provide the District with the exact location of its facility within District boundaries and a description thereof as required by Education Code Section 47605(g)³

In the event that ACE Charter School is unable to secure District facilities, ACE Charter School shall ensure that prior to the commencement of operations the school will secure a facility and such facility shall comply with local building and zoning ordinances and that the school has obtained permits under local ordinances for operating a school in such facility. ACE intends to secure a facility at least 90 days prior to the beginning of the regular school year. ACE will provide proof of appropriate permits no later than 30 days prior to operation unless otherwise agreed upon by the Santa Clara County Office and ACE Charter School.

ACE Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities

³ Proposition 39 reasonable equivalency may yield different numbers which will be ultimately negotiated between the District and the Charter School in accordance with statutory and regulatory requirements.

to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

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

ACE Charter School will create a complete guide of health and safety and emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster which will be fully in place by the time the school opens. A full draft of the Charter School's health and safety and emergency preparedness policies and procedures is included as an attachment to this document.

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

A professional development training on safety and emergency preparedness is held before the start of the school year for all staff. The Health and Safety Guide as well as the Emergency Preparedness Handbook are distributed to all staff at the beginning of the year. Throughout the school year, necessary training sessions are held related to school safety. Schoolwide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations are conducted at regular intervals throughout the school year. A full draft of the Charter School's health and safety and emergency preparedness policies and procedures is included as an attachment to this document.

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

The specifics of the school's maintenance plan will be made available as soon as the school has secured an actual site. The Principal is responsible for the oversight of routine maintenance and for ensuring that all required inspections are up to date.

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

ACE Charter School intends to serve students in the Alum Rock School District, and thus expects by Year 2 at a minimum to meet the 80 student threshold of students who would otherwise attend Alum Rock schools. It is ACE Charter School's expectation to be located at school facilities provided by the district upon an annual written request.