Elementary and Secondary Education Act/No Child Left Behind Act of 2001

SINGLE SCHOOL DISTRICT PLAN

To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement

mail original and two copies to:

California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901

(subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Local Educational Agency (LEA):   Architecture, Construction, and Engineering (ACE) Charter High School
County/District Code: 56 72546
Dates of Plan Duration:
(should be five - year plan)
Date of Local Governing Board Approval:

LEA Information:

Superintendent: Joseph Clausi
Address: 570 Airport Way
City, State Zip: Camarillo, CA 93010, CA 93010
Phone: 805-437-1410
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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Joseph Clausi	5/26/15	
Printed or typed name of Superintendent	Date	Signature of Superintendent

Tony Skinner	5/26/15	
Printed or typed name of Board President	Date	Signature of Board President

Single School District Plan
Architecture, Construction, and Engineering (ACE) Charter High School

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Part I
Background and Overview

<u>**Background**</u>
The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at http://www.cde.ca.gov/nclb/fr/.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.

2. All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. By 2005 - 2006, all students will be taught by highly qualified teachers.

4. All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards - aligned instructional materials
- standards - based professional development
- standards - aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest - performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the SPSA, and the Categorical Program Monitoring
In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school - level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law**.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)
The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA Plan)
The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

The Single Plan for Student Achievement (SPSA)
State law requires that school - level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Role of School Site Council
The California Education Code (EC) requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention and School and Library Improvement Block Grant programs operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

<u>**Composition of School Site Council**</u>
Composition of the school site council is specified in the California Education Code as follows:
The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.

- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.

- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

<u>**Categorical Program Monitoring (CPM)**</u>
State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state - level oversight is accomplished in part by conducting on - site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

<u>**Development Process for the Single School District (SSD) Plan**</u>
LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state - funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. **The Plan should be periodically reviewed and updated as needed, but at least once each year.**

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct - funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at http://www.cde.ca.gov/nclb/sr/le/singleplan.asp. The complete guide and template for the LEA Plan can be found at http://www.cde.ca.gov/nclb/sr/le/.

In developing the SSD Plan, the SSD will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the SSD will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The SSD is expected to gather and review information from these resources and use it to inform the planning process**.

The SSD Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this Plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under - performing student groups. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct - funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.**

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies
Analyze Student Performance: Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - http://www.cde.ca.gov/ta/ac/ap
- Standardized Testing and Reporting (STAR) data - http://www.cde.ca.gov/ta/tg/sr
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.cde.ca.gov/sp/el/t3/acct.asp
- AYP Reports - http://www.cde.ca.gov/ta/ac/ay

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self - assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) - school - level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) - district - level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment - to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) - to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at http://www.cde.ca.gov/ta/lp/vl/improvtools.asp.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members
The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals
Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures
For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at http://www.cde.ca.gov. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low - Income); School Safety and Violence Prevention; Cal - SAFE; Peer Assistance Review; Tobacco - Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval
The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD Plan.

Step Six: Monitor Implementation
To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school - wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practices? b) How educationally sound is the Plan to help reach the targets? c) How timely and effectively is the Plan being implemented? d) If the Plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Planning Checklist for SSD Plan Development

SSD Plan - Comprehensive Planning Process Steps
X   1.   Measure effectiveness of current improvement strategies
X   2.   Seek input from staff, advisory committees, and community members.
X   3.   Develop or revise performance goals
X   4.   Revise improvement strategies and expenditures
X   5.   Local governing board approval
X   6.   Monitor Implementation

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

	Federal Programs
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
	Title III, Limited English Proficient
	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
	Career Technical Education
	McKinney - Vento Homeless Education
	Individuals with Disabilities Education Act (IDEA), Special Education
	21st Century Community Learning Centers
	Other (describe):
	Other (describe):
	Other (describe):
	Other (describe):

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs
Economic Impact Aid (EIA) - State Compensatory Education
EIA - Limited English Proficient
After - School Education and Safety Programs
School and Library Improvement Block Grant
Child Development Programs
Educational Equity
Gifted and Talented Education
High Priority Schools Grant Program
Tobacco Use Prevention Education (Prop 99)
Immediate Intervention/ Under performing Schools Program
School Safety and Violence Prevention Act (AB1113, AB 658)
Healthy Start
Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
English Language Acquisition Program
Community Based English Tutoring
Art/Music Block Grant
School Gardens
Other (describe):
Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		31447.00		
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality				
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient				
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
Total		**31447.00**		

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				

Part II

The Plan

Needs Assessments:
- Academic Achievement
- Professional Development and Hiring
- School Safety

Descriptions: Program Planning

District Profile

Local Measures of Student Performance:
- Performance Goal 1
- Performance Goal 2
- Performance Goal 3
- Performance Goal 4
- Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- o Statewide standards, assessment, and accountability
- o Local assessments and accountability
- o Coordination and integration of federal and state educational programs
- o The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- o teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- o principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - Program Planning

Once local strengths and needs are identified as a result of examining and evaluating current district - level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment**. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD Plan.

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make - up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the SSD Plan.

Architecture, Construction, and Engineering Charter High School (ACE) is a single 9-12 district/ direct funded charter high school located in Ventura County in the Camarillo Airport Ventura County Office of Education complex. ACE is located in a building owned by the Ventura County Office of Education and serves the needs of students from all over Ventura County but primarily students from the Oxnard Union High School District, which is the chartering LEA. The pupil population is 62% Hispanic or Latino, 32% White (not Hispanic), 3% African American, 3% Asian, and 0% Other. 47% percent of the pupils qualify for free/reduced meals. 17% are English Language Learners. 8% of the pupils have an IEP and are receiving special education services. 80% of students are bused to the school from Oxnard and Camarillo.

The school employed 6 full time teachers and will have 12 full time teachers for the 2011-12 school year. There was one part time Spanish teacher and a part time Special education teacher in the 2010-11 school year but both will be full time in the coming school year. All teachers hold the appropriate credentials and have met the requirements to be "highly qualified" by NCLB requirements. Administration consists on a full time principal/ director and a part time lead teacher/administrator. Office/support staff was limited to one individual in the 2010-11 school year but will be increased to 2 in the coming school year.

The impetus for ACE High School came from the research that identified the construction trades in Ventura County as a strong labor market need that has high student interest and provides diverse postsecondary options. Employers are having a difficult time hiring people with academic and technical/mechanical skills and analytical problem solving ability. ACE will provide students the opportunity to learn in context and explore construction related careers through hands on curriculum that prepares for direct entry to college, apprenticeship programs or a career.

ACE will serve a heterogeneous group of 160 students in grade 10 upon inception in the 2010 school year. In all subsequent years, enrollment will increase by a grade level, with 160 grade 11 and 100 students grade 12 reaching a capacity of 450 students. Consideration will be given to adding grade 9 in the future. The student's backgrounds should represent the heterogeneity found in the population of Oxnard Union High School District, which draws its students from widely varied feeder schools, districts and cities ranging in a diverse socioeconomic background.

Mission
The mission of the Architecture, Construction and Engineering (ACE) High School is to provide high school students an alternative educational opportunity to explore construction related careers through rigorous contextual, hands-on, curriculum that prepares students for direct entry into college, professional apprenticeship programs, or a career.

Vision
The vision of ACE High School is to increase student achievement and prepare students for life after high school. ACE High School will provide a performance-based learning environment where students are empowered to make informed choices for post secondary options in the fields of architecture, construction, and engineering. Conceived by professional educators representing the Oxnard Union High School District and the Ventura County Office of Education, representatives from industry, trade unions, and community college advisors, ACE High School will immerse students in a rigorous standards-based learning environment that will capture their interests in architecture, construction and engineering related careers. Curriculum will be performance-based and integrate career and technical courses with applied academic courses.

In educating the students for work and citizenship in the 21 century, ACE will foster the following habits of mind: intellectual curiosity; creative expression; moral reasoning and empathy for others. ACE will expect its graduates to engage in a system of thinking that involves articulation of ideas and making informed decisions by hypothesizing, connecting, analyzing, and using evidence and evaluating significance and perspective.

ACE High School will be planned as a small learning community. The advantage of an SLC is that it allows students, staff and families to form close relationships. Teaching staff can work together across disciplines in their SLCs to take on new ways of teaching and can engage students in rigorous, high quality learning. SLC's gain their identities from themes without tracking students by academic performance. Students and staff – including those who work with special education

students and English Language Learners (ELL) - choose which thematic community to join and work together toward school-wide, high standards in core curricular areas.

Thematic SLCs integrate elective teaching staff with the rest of the staff and provide opportunities for students to connect their learning to the world outside school and to their intellectual interests.

Research has shown this will foster more student-teacher interaction and the creation of a personalized environment where all students are encouraged to learn and excel. Curriculum for ACE is designed to fulfill the CDE vision which calls for the "creation of dynamic, world-class education system that equips all students with the knowledge and skills to excel in college and careers and excel as parents and citizens." ACE High School, therefore, will be structured around two primary industry sectors. Within each there are multiple pathways which will allow a program of academic and technical study centered on a significant California industry.

• Industry Sector: Engineering and Design Pathways:
Architectural and Structural Engineering
Computer Hardware, Electrical, and Networking Engineering
Engineering Design
Engineering Technology
Environmental and Natural Science Engineering

• Industry Sector: Building Trades and Construction Pathways:
Cabinetmaking and Wood Products
Engineering and Heavy Construction
Mechanical Construction
Residential and Commercial Construction

Research provided through The School Redesign Network at Stanford University and the
Coalition of Essential Schools shows that rigorous technical courses combined with challenging and relevant academic classes lead to students being better prepared for success, both in the workplace and in postsecondary education and training. Curriculum for ACE will integrate academics with technical skills and will meet the academic requirements for high school graduation and/or a-g admission requirement of the University of California (UC) and the California State University (CSU).

The curriculum promotes real world connections and exposes students to a myriad of career opportunities through multiple experiences with job shadowing, tours, internships, projects and training by tradesmen who are experts in architecture, construction and engineering industries.

ACE will focus on the needs of all students. Consideration and accommodation of every student will provide opportunity that extends to providing physical and instructional adaptations to meet student's individual learning needs. The student enrollment for ACE will be drawn primarily from Oxnard Union High School District (OUHSD) and other Ventura County high schools. OUHSD has diverse student populations that include special needs students, English learners, economically disadvantaged, gender equity and gifted and talented students.
Additionally, it is envisioned that this charter can significantly reduce an unacceptably high dropout rate by addressing the needs of disinterested students through an integrated and relevant curriculum.

The purpose of ACE High School is to create an innovative model high school that will provide students a meaningful alternative to the traditional high school education. Research shows that student learning is maximized when academic concepts are applied to relevant and desired information and skill development. ACE staff will provide a unique and powerful educational environment by developing curriculum and instructional strategies that provide students with real world skills and experiences in preparation for life after high school. This environment will provide motivation for students to be better learners by creating education relevant to the workplace and allow students to set achievable goals for post secondary education and workforce training. ACE will educate students through an applied curriculum in a performance based environment that is rigorous, relevant, standards based, attainable and facilitated through a career preparation instructional model.

The ACE curriculum is designed to offer a different educational experience that allows all students to realize their academic potential. An important ingredient for raising the bar and lowering the gap in student achievement is capturing student interest by exposing them to a myriad of career options and developing transferable skills that will prepare them to adjust to an ever-changing work environment. The curriculum in each core academic course will be built upon the

California State Academic Standards and organized around competencies related to skills identified as necessary for success in fields of architecture, construction and engineering.

All ACE High School classes will be designed to be college prep and will be approved and designated as meeting the University of California A-G requirements and transferable to all Ventura County High Schools. Technology courses will be designed to prepare students to take industry certification exams. A primary goal will be to begin the WASC accreditation process during in the first year of operation.

A partnership with Ventura County Community Colleges will allow students to take college credit courses that will be taught on the ACE High School campus. Additionally, another partner, the Ventura County Regional Occupational Program (ROP), will offer technology courses taught by industry experts provided through our partnership with the professional trade unions and their apprenticeship training programs.

Businesses and trade unions seek high school graduates with essential skills needed in the workforce, as determined by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). The abilities to read and learn, write clearly and concisely, and work on a team, are only a few of the 37 SCANS skills. The SCANS Skills are also deeply infused in the CTE Standards and Frameworks, referred to as the Foundation Skills. All students are expected to master the 11 foundation standards to succeed in learning the ACE curriculum. The Foundation skills are the equivalent of the competencies called for in SCANS and include:

1. Academics – student understand the academic content required for entry into postsecondary education and employment.
2. Communications – students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
3. Career planning and management – students understand how to make effective decisions, use career information, and manage career plans.
4. Technology - students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
5. Problem solving and critical thinking – students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem-solving techniques.
6. Health and safety – students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.
7. Responsibility and flexibility - students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
8. Ethics and legal responsibilities – students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9. Leadership and teamwork – students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
10. Technical knowledge and skills - students understand the essential knowledge and kills common to all pathways in the industry sector.
11. Demonstration and application- student demonstrate and apply the concepts contained in the foundation and pathway standards.

ACE High School's curriculum is designed to address this through five broad and separate educational components.

1. The Core – This component prepares high school students to develop the character trait of always doing a quality performance towards achieving mastery in the core subjects of English Language Arts, Math, Science and Social Studies. The curriculum will provide rigorous applied academic course work leading to the attainment of skills and competencies to pass the California High School Exit Examination (CAHSEE), and meet college and/or apprenticeship entrance requirements. Course work will be graded on mastery and all students are required to meet the performance requirements. Grading will be based on students achieving mastery on standards aligned performances. Students will be required to receive a grade of A or B on an applied performance assessment or will have to repeat the performance assessment following additional teacher support and intervention. The curriculum will provide students an opportunity to learn in the context of architecture, construction and engineering careers. The curriculum will provide students hands-on course work that reinforces academic skills, builds technical skills, and allows the opportunity for attaining skills needed in the workforce.
Students of ACE High School will gain understanding and demonstrate appropriate grade level mastery of core curricular concepts and California State Content Standards. Students will demonstrate the following skills upon graduation:

- Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentations skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

- Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects.

- Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

- History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as participants in today's world of diverse cultures.

- World Language: Students will gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue.

- Fine Arts: ACE High School will utilize trained architects to teach visual arts in a career technical environment.

- Physical Education and Health: Students will develop personal physical fitness, and gain knowledge of the pertinent issues of health to strengthen them psychologically, emotionally and socially. Instruction in the above subject areas will utilize applied learning methodologies to insure students develop mastery. Other core skills such as problem-solving, analyzing, and applying knowledge as well as the ability to effectively use technology will be additional outcomes of an applied curriculum.

2. Character Building – This component continues to reinforce academic skills while beginning to foster character skills such as teamwork, leadership, interpersonal conflict resolution and problem solving. This results from a nurturing smaller learning community where teachers know students well and work with them individually toward the development of a personalized learning plan.

3. Service Learning – This component continues to reinforce the above while beginning to teach students about the world of work through meaningful, substantive service learning projects, job shadowing, visitations/tours, and applied learning opportunities.

4. Internship – In addition to meeting the requirements of the previous components, students must complete an internship program. The SCANS skills and CTE Foundations skills are used exclusively for assessment of students' progress in the internship.

5. Postsecondary Education Option – This component focuses students on the importance of continuing education beyond high school and knowing how to confidently present themselves to future employers. A partnership with Ventura County Community College will allow students to take college credit courses at Ace High or on a college campus. As part of their graduation requirement, students will be expected to present a multimedia portfolio that represents their postsecondary goals, their skills and experiences. Students of ACE High School will demonstrate the following life skills necessary for a healthy adult life upon graduation:

- Job Readiness and Career Development Skills: Students will gain training in specific job skills in the construction trade. Students will develop resumes, complete job applications, and practice presentation and interview skills.

- Higher Education and Continuing Education Skills: Students will examine options for continuing their education after high school, learn to complete college and vocational school applications, and complete financial aid forms

Local Measures of Student Performance
(other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high - quality student academic assessments, <u>if any</u>, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), <u>that the local educational agency and schools served under this part will use to</u>:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low - achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom - based instructional reading assessments.

If the SSD uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

At the start of each school year we give students a diagnostic test created by Revolution Test Prep to determine areas of weakness and strengths in Math and English Language Arts so the teacher know where to spend time in remediation and to find out if students could benefit from a tutorial class. The test is used to find areas that students might struggle with when taking the CAHSEE. Analyzing the data then showed us specifically where in math kids needed help, so we adjusted the tutorial class to focus on those areas and in the algebra classes, instruction was modified to address the areas that needed to be covered so that the students would be able to grasp the concepts.

The teachers at ACE use concept based formative assessments to determine the level of understanding on any given concept. Students are allowed to show master of concepts at anytime during the semester by retaking the concept quiz/assessment after meeting with the teacher or getting tutoring. Students' grades are based on their understanding of concepts and the mastery of them, not on compliance. Grading is done in accordance with the state test nomenclature, from Advanced to Far Below Basic. At any time in the semester, a student may retake an assessment to show mastery and can achieve Advanced status for each concept that has been retaken. There is no penalty for students learning at different levels so all students have the ability to attain mastery of all concepts in each class at the pace they work.

Another way of getting immediate feedback from teachers, students use electronic response systems to provide immediate feedback from tests/quizzes/assessments given in class. The response system is a small hand held clicker that students log into and key their response to the questions. The system will then determine areas where the entire class got the wrong answer and allow the teacher to re-teach that concept and reassess. Students also know right away how many answers they got correct and can ask for clarification right away to make sure they know the material.

The teachers meet during their collaboration time weekly to discuss the best ways of helping kids to learn. The collaboration time is spent on determining how best to address the standards, how to make sure the kids learn the material and how to help those students that do not learn it or need extra help.

Performance Goal 1A:

All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013 - 2014.

School Goal 1A:
(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)
By June 2015, at least 65% or pupils will score proficient or above on the ELA portion of the CST, including school-wide, EL, Hispanic, and SED subgroups. All groups will show at least a 10% continuing growth over the following four years.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All students in grade 9-11.	It is anticipated that 50% of pupils school-wide and in each of the identified subgroups will score proficient or above in reading on the CST.

Means of evaluating progress toward this goal:	Data to be collected to measure academic gains:
CST results on English/Language Arts portion of the 2011-12 STAR.	CST results on English/Language Arts portion of 2010-11 STAR, disaggregated for school-wide and each identified subgroups.

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Instruction in ELA using the SpringBoard text and individual student reading of 60 minutes per week in class.	Teachers, Principal August 2014	Professional Development- Teacher retreat	$12,000.00	Title 1
2. Use of standards-aligned instructional materials and strategies: Provide sufficient standards based materials to support all students.	Teachers, Principal August 2011	Textbooks and training in correct use	$8500.00	PCSGP
Maintain effective student to teacher ratios in all ELA and Tutorial Classes.			No Additional Cost	
3. Extended learning time: We are maintaining 180 school days. Students are in class for 85 minutes per day per subject allowing more time to learn content.	Teachers, Principal	Personnel	No Additional Cost	Teachers Donate Time

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Teachers provide tutoring at lunch in their class rooms for all students.	August 2011	Personnel	No Cost	
4. Increased access to technology: All classrooms have an interactive white board.	Teachers, Principal August 2011	Hardware, Software	$50,000.00	PCSGP
All classes have access to computer carts with laptops.			$40,000.00 $20,000.00	PCSGP Title 1
5. Staff development and professional collaboration aligned with standards-based instructional materials: All new teachers participate in the Beginning Teacher Support and Assessment Program designed to improve teacher effectiveness.	Teachers, Principal August 2011	Training	Minimal Cost	General Fund
Provide academic coaches to assist teachers in effective use of standards based instruction.				
Lead teacher to provide feedback after observations and to act as a mentor to new teachers on staff.		Personnel		
Teachers meet weekly in collaboration to ensure they are meeting the needs of all students.		Collaboration		
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Standardized test results are mailed to parents.	Parents, teachers, support staff, Principal, community members	Postage	$1000.00	Title 1

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Parents are invited at least 4 times per year to the school to view student progress and school projects. Parents can meet with teachers and administration.	August 2011	Copies		
Parent representative to the board on a quarterly basis.		Food items for each parent meeting	No cost	
Parents involved at school through the PTSA.			No cost	
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Parent and student orientation for all incoming students.	Principal, Teachers, parents, students August 2011	Postage Copies Food items	$150.00	General Fund
8. Monitoring program effectiveness: Continue formal and informal classroom observations.	Principal, Teachers, Support Staff	Personnel	Minimal	
Analyze CST, CELDT, CAHSEE data.				
Analyze data from formative and summative assessments from each class.				
9. Targeting services and programs to lowest-performing student groups: Provide small class sizes for all classes and tutorials.	Principal, Teachers	Personnel	Minimal	General Fund
10. Any additional services tied to student academic needs:				

Performance Goal 1B:

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013 - 2014.

School Goal 1B:
(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)
By June 2015, at least 65% of pupils will score proficient or above on the mathematics portion of the CST, including school-wide, EL, Hispanic, and SED subgroups.

Student groups and grade levels to participate in this goal: All students 9-11.	**Anticipated annual performance growth for each group:** It is anticipated that at least 65% of pupils school-wide, and in each of the identified subgroups will score proficient or above in math on the CST.
Means of evaluating progress toward this goal: CST results on the math portion of the 2011-12 STAR.	**Data to be collected to measure academic gains:** CST results on the math portion of the 2011-12 STAR, disaggregated for school-wide and each identified subgroup.

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: All teachers of math will teach grade level and content appropriate standards based math lessons. Teachers will collaborate weekly to develop and align lessons to the standards.	Teachers, Principal August 2011	Collaboration time Classroom visits and observations		
2. Use of standards-aligned instructional materials and strategies: Teachers will ensure lessons are planned by backwards mapping to ensure the content standards for each course are taught.	Teachers, Principal August 2011	Collaboration time Classroom visits and observations		

	Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3.	Extended learning time: We are maintaining 180 school days. Students are in class for 85 minutes per day per subject allowing more time to learn content.	Teachers, Principal	Personnel		
	Teachers provide tutoring at lunch in their class rooms for all students.	August 2011	Personnel		Teachers donate their time
4.	Increased access to technology: All classrooms have an interactive white board.	Teachers, Principal August 2011	Hardware, Software	$50,000.00	PCSGP
	All classes have access to computer carts with laptops.			$40,000.00 $20,000.00	PCSGP Title 1
5.	Staff development and professional collaboration aligned with standards-based instructional materials: All new teachers participate in the Beginning Teacher Support and Assessment Program designed to improve teacher effectiveness.	Teachers, Principal August 2011	Training		General Fund
	Provide academic coaches to assist teachers in effective use of standards based instruction.		Personnel		
	Lead teacher to provide feedback after observations and to act as a mentor to new teachers on staff.		Collaboration		
	Teachers meet weekly in collaboration to ensure they are meeting the needs of all students.				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Standardized test results are mailed to parents.	Parents, teachers, support staff, Principal, community members	Postage	$1000.00	Title 1
Parents are invited at least 4 times per year to the school to view student progress and school projects. Parents can meet with teachers and administration.	August 2011	Copies	No cost	
Parent representative to the board on a quarterly basis.		Food items for each parent meeting	No cost	
Parents involved at school through the PTSA.				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Parent and student orientation for all incoming students.	Principal, Teachers, parents, students August 2011	Postage Copies Food items	$150.00	General Fund
8. Monitoring program effectiveness: Continue formal and informal classroom observations. Analyze CST, CELDT, CAHSEE data. Analyze data from formative and summative assessments from each class.	Principal, Teachers, Support Staff	Personnel	Minimal	
9. Targeting services and programs to lowest-performing student groups: Provide small class sizes for all classes and tutorials.	Principal, Teachers	Personnel	Minimal	General Fund
10. Any additional services tied to student academic needs:				

Performance Goal 2:
All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

School Goal 2: **(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)**	
Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
Means of evaluating progress toward this goal:	**Data to be collected to measure academic gains:**

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
1. The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122				

2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:
  a. meeting the annual measurable achievement objectives described in Section 3122
  b. making adequate yearly progress for limited - English - proficient students (Section 1111(b)(2)(B)
  c. annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)				

3. How the SSD will promote parental and community participation in LEP programs				

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: - English proficiency - Academic achievement in the core academic subjects				
5. High quality professional development for classroom teachers, principals, administrators, and other school or community - based personnel: a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited - English - proficient students c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills d. long term effect will result in positive and lasting impact on teacher performance in the classroom				
Allowable Activities				
6. Upgrade to program objectives and effective instructional strategies, if applicable				
7. Any: a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction				

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
8. How programs for English Learners are coordinated with other relevant programs and services				
9. Any other activities designed to improve the English proficiency and academic achievement of LEP children				
10. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families - a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children				
11. Efforts to improve the instruction of LEP children by providing for - a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs				
12. Other activities consistent with Title III or EIA/LEP funds				

Plans to Notify and Involve Parents of Limited - English - Proficient Students

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program				
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement				
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction				
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child				
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation				
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools				

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child				
h. information pertaining to parental rights that includes written guidance detailing i. the right that parents have to have their child immediately removed from such program upon their request ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD				

Note:
Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

SSD Parent Notification Failure to Make Progress
If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

Plans to Provide Services for Immigrants

Please describe the following IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding (per Sec. 3115(e)).	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities				
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.				
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.				
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.				
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.				
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.				
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education.				
7. Activities coordinated with community - based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.				

Performance Goal 3:
By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development
Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

Strengths	Needs
For the 2014-15 school year all teachers at ACE Charter High School are NCLB Highly Qualified. For the 2014-15 school year each teacher is teaching in the subject area they have a credential in. For the 2014-15 school year all teachers have current teaching credentials. Formal weekly collaboration time is built into the master schedule each Friday afternoon. Teaches work on Rti, teaching strategies, assessment, and cross curricular planning.	For the 2014-15 school year all teachers that do not have a clear teaching credential are involved in the on- going professional development in BTSA for teachers that are new to teaching. Collaboration time weekly

Performance Goal 3:
By 2005 - 06, all students will be taught by highly qualified teachers.

School Goal 3:
(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)
All students will be taught by highly qualified teachers since all teachers have completed all NCLB requirements. Professional development will be geared to ensure teachers are using the cutting edge teaching strategies in group and project based learning as well as alternative assessment models.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All Students in grades 9-12.	All teachers meet or exceed the minimum requirements of NCLB and are considered "highly qualified." Students will be taught the standards so they should be able to meet proficiency levels on the CAHSEE and CST's
Means of evaluating progress toward this goal:	**Data to be collected to measure academic gains:**
All teachers will have credential analyzed and will meet the criteria for highly qualified.	Teacher credential data will be analyzed to ensure they meet the requirements for NCLB highly qualified.

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: The BTSA program for all teachers that do not have clear credentials is done at the county with support and mentor teachers coming from either our own staff members of those in the adjoining school districts. We are using the small learning community model to ensure all students are being engaged and learning the items required to graduate and go on to college, university, trade programs, military, apprenticeships, or into full time employment. Professional Development focus as a staff using the book "Understanding By Design" by Grant Wiggins and Jay McTighe to ensure students are getting the instruction and support they need. The staff is focusing on ensuring students are being taught in a deliberate and effective way.	Staff Teachers Principal August 2014	Personnel Training	Minimal	General Fund

	Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2.	How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: Professional Development focus as a staff using the book "Understanding By Design" by Grant Wiggins and Jay McTighe to ensure students are getting the instruction and support they need. The staff is focusing on ensuring students are being taught in a deliberate and effective way. Provide teacher training at a professional conference of Understanding by Design.	Teachers Principal Lead Teacher	Training Workshop	Minimal $3500	General Fund General Fund Title II
3.	How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low - income and minority students from other students: Since all teachers are using the Understanding by Design concepts to plan lessons for all classes, this will be used for low-income and minority students as well as the general population. All classes integrate these students into the general population, since we are a small school with less than 300 students.	Teachers August 2014	Collaboration Training	$12,000	Title II General Fund
4.	How the SSD will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: New teachers will be involved with BTSA and the support provided for them through the county office of education.	Teachers August 2014	Training		
5.	The professional development activities that will be made available to teachers and principals and how the SSD will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: Principal and teachers will attend legal symposiums to stay abreast of charter school law and current teaching practices. Principal and lead teacher will attend annual Charter School Conference to gain insight into most recent laws, practices, policy and strategies.	Principal Staff Teachers August 2014	Conference Trainings	$5000	General Fund Title II

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	Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6.	How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: Our teachers have access to state of the art technology, new computer, document cameras, active slates, smart boards, class sets of laptops and the entire building is wireless. The teachers have and will continue to receive training from Smart to use the boards, from the Ventura County Office of Education on how to use the laptops and Microsoft software. Training for AutoCAD use and how to use the active slates and document cameras. Teachers use part of the summer retreat to learn how to use the technology in daily lessons.	Teachers Staff August 2014	Training Work Shops	$4000	General Fund Title II
7.	How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): All teachers have access to computers in the classroom, smart boards, active slates, interactive response systems, document cameras and class sets of laptops for student use. Students all take computer classes such as AutoCAD, Architectural Design, Architectural Engineering, Robotics, and Engineering in order to graduate and they are using AutoCAD 2012 with state of the art computers in the labs. Students also use Photoshop for the digital photography classes. Teachers are going to training on how to implement the new versions of the software.	Teachers Staff Principal August 2014	Workshops Training Classes	$5000	General Fund Title II

	Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8.	How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: Most of the planning has been done with the teachers, staff and principal. There has been some input from local colleges, board members and trade schools as to the most important professional development opportunities. We are anticipating that more parents will become involved in the coming year.	Principal Teacher Board of Directors	Workshops	$2000	General Fund Title II

needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. All teachers are trained to use multiple means of instruction to meet the needs of all students. The Rti program is being implemented to help students at whatever level they are currently at and to move them towards better understanding and learning. With the use of interactive instruction and multiple means of authentic assessment, students are able to show mastery of standards in a variety of ways. The school has a behavior remediation intervention plan that address behavior on many levels. The staff created the program that helps students to refocus when disruptive and helps to reward positive behavior and help the student see the negative behavior. Students can earn extra time at lunch for fun if they have positive behavior, have good grades, are to class on time and are working towards being good citizens. If students are disruptive or have minor offenses, they are asked to go outside and fill out a "refocus" form that is then given to the teacher and the teacher sits with the student before the end of class and reviews the behavior to ensure the student understand what was wrong. The teacher then calls home at the end of the day to notify the parent. On the second offense, the teacher notified administration and the student is talked to by the administrator. On the third level, the administrator meets with the student and parents to discuss behavior and appropriate consequences. For incidents that are suspendable, the student is suspended and parent conferences are held. With the more positive approach and that reinforcement, students are shown where they have made an error and can make a change. We invite parents to sit with kids if they are not behaving, but parents are welcome to come and be guest speakers or provide demonstrations to the classes. We have quarterly open houses for the parents to be in the school to find out what the students are doing and to meet with the teachers. We are analyzing the data from CST and CAHSEE to determine what areas need improvement. In addition, we are using assessments on a daily and weekly basis in each room to check for understanding and make changes to instruction and reassess. We can get immediate feedback when the	Principal			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. How the SSD will use funds under this subpart to meet the requirements of Section 1119: Funding will be used to ensure teachers are trained in the most up to date teaching strategies and curriculum. Funding will be used to ensure we attract and retain the most highly qualified teachers based on the highly qualified definition of NCLB.	Teachers Principal Staff	Training Advertising Recruitment	$1000	General Fund Title II

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)

Please provide a list of the SSD's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the SSD's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Strengths	Needs
Minimal incidents during school year 2014-15 and referrals and reflection forms have decreased from prior year.	Campus supervisor was not renewed mid school year 2014-15, however new cameras and directions of existing ones should be changed.

Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the SSD's code of conduct or policy regarding student behavior expectations.

Activities
ACE has two labs that need to be updated and waiting for Ventura County Office of Education Technology Services to assist.

Needs and Strengths Assessment (4115(a)(1)(A))

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the SSD's strengths and needs related to preventing risk behaviors.

Strengths	Needs
Minimal to no drug usage, physical/verbal harassment, bullying, violence of any kind	A dedicated person to monitor the campus would be helpful.

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B))

The SSD is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 10/2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: % 7th: %	5th: % 7th: %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: % 9th: 0% 11th: 0%	7th: % 9th: % 11th: %
The percentage of students that have used marijuana will decrease biennially by:	5th: % 7th: %	5th: % 7th: %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: % 9th: 0% 11th: 0%	7th: % 9th: % 11th: %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: % 9th: 0% 11th: 3%	7th: % 9th: % 11th: %
The percentage of students that feel very safe at school will increase biennially by:	5th: % 7th: % 9th: 5% 11th: 5%	5th: % 7th: % 9th: % 11th: %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: % 9th: 15% 11th: 15%	7th: % 9th: % 11th: %

Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 5% from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and	%	%
Protective Factors Performance Measures from the California Healthy Kids Survey	**Most recent date: 10/2014 Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th: % 7th: % 9th: 5% 11th: 5%	5th: % 7th: % 9th: % 11th: %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th: % 7th: % 9th: 5% 11th: 5%	5th: % 7th: % 9th: % 11th: %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th: % 7th: % 9th: 5% 11th: 5%	5th: % 7th: % 9th: % 11th: %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th: % 7th: % 9th: 5% 11th: 5%	5th: % 7th: % 9th: % 11th: %

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures truancy and school safety (Process to Collect Data)	Performance Indicator Goal	Baseline Data
truancy - regular daily monitor of period by period attendance to identify trends; school safety - referral process to keep accurate records of incidents and issues with 3-ply file system.	reduce both each year	accurate data began collection in school year 2013-14

Science Based Programs (4115 (a)(1)(C))

The LEA must designate and list the science - based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1	
Science Based Program Name:	Project Towards No Drug Use
Program ATODV Focus:	at risk students
Target Grade Levels:	9 - 12
Target Population Size:	180
Purchase Date:	9/1/15
Staff Training Date:	school year 2015
Start Date:	Fall 2015

Program 2	
Science Based Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

Program 3	
Science Based Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

Research - based Activities (4115 (a)(1)(C))

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	CAHSEE AND CREDIT RECOVERY	9 - 12
X	Conflict Mediation/Resolution	MINOR CONFLICTS	9 - 12
X	Early Intervention and Counseling	ALL ISSUES RELATED	9 - 12
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
X	Mentoring	ALL ISSUES RELATED	9 - 12
	Peer - Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service - Learning/Community Service		
	Student Assistance Programs		
	Tobacco - Use Cessation		
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3))

The LEA may - but is not required to - designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:

Program 2
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:

Program 3
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case - by - case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D))

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the SSD's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

ACE Charter has experienced a very low number of incidents in the last 2 years with drug related activities, however until there are no issues, attempts will be made to educate students.

Evaluation and Continuous Improvement (4115 (a)(2)(A))

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the SSD's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Each year, accurate data will reflect incidents and target groups will be identified. School staff will be dedicated point people with leading the charge to educate students, work with parents, and provide evidence of progress.

Use of Results and Public Reporting (4115 (a)(2)(B))

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Annual board meetings will include data from this effort.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))

Briefly describe how SDFSC funded program services will be targeted to the SSD's schools and students with the greatest need. (Section 4114 [d][3])

As a single school district, ACE budget will dedicate staff and count this as a professional assignment, and will pay for services rendered with general funds.

Coordination of All Programs (4114 (d)(2)(A))

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

ACE budget will dedicate staff and count this as a professional assignment, and will pay for services rendered with general funds.

Parent Involvement (4115 (a)(1)(e))

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

Parents will be kept abreast of the process during monthly PA meetings and volunteers to assist will be requested. Additionally, parents whose students are within the target audience will be invited to play an active role in their child's progress every step of the way.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services. Include students participating in programs such as the California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.

ACE uses Cal-SAFE counselors to meet with teen parents in attendance and is extremely flexible with scheduling classes and offering assistance with finding additional or alternative programs for such students.

TUPE Funded Positions (Health & Safety Code 104420(b)(3))

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full Time Equivalent

Performance Goal 5:
All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the SSD's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the SSD's efforts to ensure that all students have equal access to advanced placement (AP) opportunities. *This page does not apply to districts with no secondary students.*

5.1 (High School Graduates)	
Activities/Actions	Each student completes an academic review and a 4 year plan.
Students Served	All Students
Timeline/ Person(s)	Yearly, Teachers, Principal and Support Staff
Benchmarks/ Evaluation	each year's graduation rate
Funding Source	General Fund
5.2 (Dropouts)	
Activities/Actions	Counselor, administrators, teachers meet with student not passing classes or needing to make up
Students Served	All Students
Timeline/ Person(s)	Quarterly or as needed.
Benchmarks/ Evaluation	annual records at the year's end to reflect and study rates will be the basis of drop-out data
Funding Source	General Fund
5.3 (Advanced Placement)	
Activities/Actions	Students can take higher level classes at the Community Colleges. Staff helps connect the students
Students Served	9 - 12
Timeline/ Person(s)	As needed
Benchmarks/ Evaluation	No Data yet
Funding Source	general fund

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the SSD has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt.
For Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program	
For schoolwide programs (SWP), describe how the SSD will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically - based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	As a new Charter High School we are doing things a little bit differently than traditional schools so we are using state of the art technology, creative hands-on project based learning and teachers are utilizing the small learning community model. With our bell schedule students are allowed to take classes with tutorials during the regular class day and still be able to take elective classes like foreign language and art to ensure they are prepared for college admission requirements. We are implementing an advisory period of 35 minutes 3 times per week to help with study skills, life skills, and preparation for internships. This advisory can be used to ensure students are up on their grades, graduation requirements and standardized test preparation and practice. While many schools are making changes to the number of school days to cut costs, we have been able to maintain the 180 school day calendar to maximize the time students are learning. Our school day is also set up in a way where kids are able to take 8 classes in one school year rather than the traditional 6. This allows students to make up credit if needed, or to take community college classes or ROP during the junior and senior year. This also frees up time to allow all our seniors to have internship opportunities to ensure they are getting hands on real life training and skills. Our classes are set up in small group teaching/ learning models so students interact with other students during instruction and practice. This allows for peer editing of writing, small group discussion, presentations, and allows students to use their strengths in the group and overcome their individual weaknesses. All classrooms have SmartBoard, interactive white boards that allow more interactive teaching/ learning. Each teacher using an Active Slate that allows them to move around the room and use it to teacher or modify/ change what is being presented on the interactive board while moving around the classroom. In that way the teacher is not tied to the front of the room. We also have 2 sets of response systems which allow for immediate feedback on assessments so teachers can identify areas where students did not understand and re-teach or clarify what was missed. At the start of each school year we are offering an assessment for all students in both math and ELA to determine levels and find areas of weakness. Every student is issued a Samsung Google Chromebook which come equipped with the gamut of Google Chrome App for Education. In order for the school to ensure that all standards are being addressed in the core and CTE classes, the staff collaborated for a week during the first week of August with the standards and pacing guides created by the Oxnard Union High School District, our chartering district. The week before school started, the staff got together to again ensure planning to make sure the standards are being taught and assessed. The 2010-11 school year was our first year and as such we had no data from state testing to look at. With the upcoming years, time will be spent looking at the data, analyzing the results and modifying instruction and assessments to more fully ensure students are meeting the state standards. The data from the CST and CAHSEE will be used as well as results from the 9th grade physical fitness test that will be started with our 2011-12 school year.

Targeted Assistance Programs (TAS) - Student Identification	
For targeted assistance programs (TAS), describe how the SSD will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically - based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	ACE meets weekly and discusses students who exhibit negative academic trends. Post identifying targeted students, we conduct an initial meeting to inquire areas of deficiencies and put a plan in place to move forward with offering individual tutoring during the day or after school, informing the teachers of best and most successful practices, working with parents/guardians towards combining efforts both in and outside of school, and revisiting to track efforts of progress monthly.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Targeted Assistance Programs (TAS) - Student Identification	
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	All teachers during weekly collaboration are included, as well as parents/guardians, administration, and counselors.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	the ACE guidance counselor will be the point person for homeless students
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	the ACE guidance counselor will be the point person for neglected/delinquent students

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement. Note that the federal guidance indicates that in the case of direct - funded charter schools, the charter authorizer should play a role in providing this assistance.

Program Improvement (PI) - Seeking Technical Assistance	
If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	n/a

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	n/a
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	n/a

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

Highly Qualified Teachers	
Describe the SSD's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Our efforts to attract and retain highly qualified teachers is by providing a safe, clean and positive environment for them to work in and to pay them a salary that is equal to or higher than surrounding districts. Additionally, we provide health and welfare benefits that are equal to or better than those of surrounding district. Teachers are allowed to be innovative and are part of the decision making at the school. Teachers have time to plan and collaborate with each other and have input into the running of the school and spending of funds.

Since our school has a unique focus, our staff is committed to that focus and is evaluated on their participation in the small learning community. That evaluation is used in part with student, parent and administrative evaluations to determine salary increases and continued employment at the end of each year.

The principal and other support staff is also evaluated each year by the board and other staff to ensure that they are committed to the purpose and mission of the school and programs.

All staff is credentialed for the assignments they hold and meet the requirements of highly qualified.

As the school continues to expand, we will continue to hire only staff members that are highly qualified.

All staff members at this time are considered highly qualified. |
| Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education. | Our efforts to attract and retain highly qualified teachers is by providing a safe, clean and positive environment for them to work in and to pay them a salary that is equal to or higher than surrounding districts. Additionally, we provide health and welfare benefits that are equal to or better than those of surrounding district. Teachers are allowed to be innovative and are part of the decision making at the school. Teachers have time to plan and collaborate with each other and have input into the running of the school and spending of funds.

Since our school has a unique focus, our staff is committed to that focus and is evaluated on their participation in the small learning community. That evaluation is used in part with student, parent and administrative evaluations to determine salary increases and continued employment at the end of each year.

The principal and other support staff is also evaluated each year by the board and other staff to ensure that they are committed to the purpose and mission of the school and programs.

All staff is credentialed for the assignments they hold and meet the requirements of highly qualified.

As the school continues to expand, we will continue to hire only staff members that are highly qualified.

All staff members at this time are considered highly qualified. |

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Increasing Program Effectiveness	
Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities. Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.	n/a

Part III

Assurances and Attachments

Assurances

Signatures

School Site Council Recommendations and Assurances

Appendices

Assurances

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

General Assurances
1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The SSD will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The SSD will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.

9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.

   a. The SSD will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The SSD will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the SSD receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001.*

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual SSD report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2
31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A
34. The SSD, hereby, assures that:

- The SSD will target funds to schools within the jurisdiction of the local educational agency that:
  - **(A) have the lowest proportion of highly qualified teachers;**
  - **(B) have the largest average class size; or**
  - **(C) are identified for school improvement under section 1116(b).**
- The SSD will comply with section 9501 (regarding participation by private school children and teachers).
- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The SSD will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The SSD has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
    a. Strategies for using technology to improve academic achievement and teacher effectiveness.
    b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
    c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
    d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
    e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
    f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
    g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
    h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
    i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
    j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
    k. Collaboration with adult literacy service providers.
    l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
    m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
    o Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.

39. The SSD will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The SSD is complying with Section 3302 prior to, and throughout, each school year.

41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The SSD has based its proposed plan on scientifically based research on teaching limited - English - proficient students.

43. The SSD ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community - based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.

47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The SSD has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
   - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
   - Security procedures at school and while students are on the way to and from school.
   - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
   - A crisis management plan for responding to violent or traumatic incidents on school grounds.
   - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
     - Allows a teacher to communicate effectively with all students in the class.
     - Allows all students in the class to learn.
     - Has consequences that are fair, and developmentally appropriate.
     - Considers the student and the circumstances of the situation.
     - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the SSD, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

53. The SSD will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:
    - will be used to make decisions about appropriate changes in programs for the subsequent year;
    - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
    - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

    (i). truancy rates;
    (ii). the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
    (iii). the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
    (iv). the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

Other

58. The SSD assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Signature Page

Joseph Clausi	5/26/15	
Printed or typed name of Superintendent	Date	Signature of Superintendent

School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply):*

    School Advisory Committee for State Compensatory Education Programs

    English Learner Advisory Committee

    Community Advisory Committee for Special Education Programs

    Gifted and Talented Education Program Advisory Committee

    Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: 5/15/15

Attested:

Joseph Clausi
| Typed name of Superintendent | Signature of Superintendent | Date |

Laura Ochoa
| Typed name of SSC Chairperson | Signature of SSC Chairperson | Date |

Local Educational Agency Plan
Architecture, Construction, and Engineering (ACE) Charter High School

Apppendix A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.*

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

2.1 Performance indicator: The percentage of limited - English - proficient
Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3*: By 2005 - 2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4*: All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5*: All students will graduate from high school.*

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Local Educational Agency Plan
Architecture, Construction, and Engineering (ACE) Charter High School

Appendix B

Links to Data Web sites
Below is a listing of Web site links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

Appendix C
(School - Based Programs - A to L)

Science - Based Programs

Science - based research has provided evidence of effectiveness for the following school - based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: http://www.californiahealthykids.org (California Healthy Kids Resource Center: Research - Validated Programs)

B: http://www.colorado.edu/cspv/blueprints/model/overview.html (University of Colorado: Blueprints)

C: http://modelprograms.samhsa.gov/model_prog.cfm (Center for Substance Abuse Prevention: Model Programs)

D: http://www2.edc.org/msc/model.asp (United States Department of Education: Expert Panel)

E: http://www.gettingresults.org/ (Getting Results)

School - Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A,B,C,D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre - K	x		x	x	x	A,C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B,C
High/Scope Perry Preschool Project	Pre - K				x	x	B,C,E
I Can Problem Solve	Pre - K				x		A,B,D
Incredible Years	K to 3				x	x	B,C,
Keep A Clear Mind	4 to 6	x	x				A,C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A,B,C,D, E
Lions - Quest Skills for Adolescence	6 to 8					x	D,C,E

Appendix C
(School - Based Programs - M to Z)

Program	Grades						Categories
Minnesota Smoking Prevention Program	6 to 10		x				A,D,E
Olweus Bullying Prevention	K to 8				x		B,C,E
Positive Action	K to 12	x	x	x	x	x	C,D,
Project ACHIEVE	Pre - K to 8				x	x	A,C,E
Project ALERT	6 to 8	x	x	x			A,C,D,E
Project Northland	6 to 8	x		x			A,B,C,D,E
Project PATHE	9 to 12					x	B,E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A,B,C,D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B,E
Reconnecting Youth	9 to 12	x		x	x	x	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C,D,E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre - K to 8				x		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B,C,D,E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C,D,
Too Good for Drugs	K to 12	x	x	x	x		C

Appendix C
(Community and Family - Based Programs - A to Z)

Community and Family - based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home - Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent - Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse - Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

Appendix D

Research - based Activities (4115 (a)(1)(C))

The LEA must designate and list the research - based activities (strategies and activities developed by the LEA to supplement the science - based programs listed above) selected from below:

Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 Getting Results Part I, page 127 - 129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100 - 101 Getting Results Part I, page 106 - 107
Environmental Strategies	Getting Results Part I, page 73 - 75 Getting Results Part II, page 47 - 48 Getting Results Part II, page 76 - 79 Getting Results Part II, page 89 - 94
Family and Community Collaboration	Getting Results Part I, page 104 - 105 Getting Results Part II, page 26 - 28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22 - 24
Mentoring	Getting Results Part I, page 49
Peer - Helping and Peer Leaders	Getting Results Part I, page 104 - 106 Getting Results Update 3, page 43 - 45
Positive Alternatives	Getting Results Part I, page 79 - 81 Getting Results Part I, page 104 - 106 Getting Results Part I, page 108 - 109
School Policies	Getting Results Part I, page 66 - 72 Getting Results Part II, page 22 - 23
Service Learning/Community Service	Getting Results Part I, page 81 - 83 Getting Results Part II, page 46 - 47
Student Assistance Programs	Getting Results Part I, page 89 - 90
Tobacco - Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42 - 43 Getting Results Part II, page 72 - 74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121 - 123 Getting Results Part I, page 136 - 137 Getting Results Part II, page 28 Getting Results Update 1

Appendix E
(Promising or Favorable Programs - A to G)

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: http://www.californiahealthykids.org (California Healthy Kids Resource Center)

B: http://www.colorado.edu/cspv/blueprints/model/overview.html (University of Colorado: Blueprints)

C:< http://modelprograms.samhsa.gov/model_prog.cfm (Center for Substance Abuse Prevention)

D: http://www2.edc.org/msc/model.asp (United States Department of Education: Expert Panel)

E: http://www.gettingresults.org/ (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca - Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D

Appendix E
(Promising or Favorable Programs - H to P)

Program	Grade/Group						
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent - Child Assistance Program (P - CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B

Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio - Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco - Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

Appendix F

District & Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	158	137		59	60		6	6		1	1	
Growth API	577	688		575	738							
Base API	715	577		767	576					580		
Target	5	11			11							
Growth	-138	111			162							
Met Target	No	Yes			Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	83	64		8	8		16	63		7	29	
Growth API	561	643					533	623			573	
Base API		561		610				533				
Target		12										
Growth		82										
Met Target		Yes										

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	2,569	2,243	2,317
Percent with Prior Year Data	100.0	98.4	100.0
Number in Cohort	2,569	2,208	2,316
Number Met	1,312	1,136	1,384
Percent Met	51.1	51.4	59.8
NCLB Target	56.0	57.5	59.0
Met Target	**No**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	429	2,430	344	2,096	337	2,236
Number Met	63	958	69	830	49	995
Percent Met	14.7	39.4	20.1	39.6	14.5	44.5
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	**No**	**No**	**No**

Appendix F

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	91	95	100	84	92	100	100	100	100	100		100
Number At or Above Proficient	8	16	19	2	6	11	--		--	--		--
Percent At or Above Proficient	29.6	32.0	35.2	16.7	30.0	50.0	--	--	--	--	--	--
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	No	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	96	97	100	100	100	100	100	97	100	--	100	100
Number At or Above Proficient	5	8	8	--		--	--	5	6	--	1	--
Percent At or Above Proficient	35.7	32.0	30.8	--	--	--	--	18.5	27.3	--	7.7	--
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

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District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	93	97	99	92	96	100	100	100	100	100		100
Number At or Above Proficient	5	11	26	1	4	15	--		--	--		--
Percent At or Above Proficient	18.5	21.6	48.1	7.7	19.0	68.2	--	--	--	--	--	--
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	No	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	92	97	97	100	100	100	84	97	100	--	100	100
Number At or Above Proficient	3	6	10	--		--	--	3	9	--	0	--
Percent At or Above Proficient	23.1	24.0	38.5	--	--	--	--	11.1	40.9	--	0.0	--
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
10					********	***					********
11					2	50	2	50			4
12					********	***					********
Total					5	71	2	29			7

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
10					********	***					********
11			1	20	2	40	2	40			5
12					********	***					********
Total			1	13	5	63	2	25			8