



ACE

ARCHITECTURE, CONSTRUCTION AND ENGINEERING
CHARTER HIGH SCHOOL

Charter Petition
Submitted to the Oxnard Union High School District
April 10, 2014

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FOUNDING GROUP

The founding group of ACE (Architecture, Construction and Engineering) High School was brought together through two divergent groups of educators and community leaders. Both groups concluded that high school graduates must be better prepared to compete in a skill based world and that high schools must step up to the challenge of equipping students for success in the technical vocations. Whether students go directly into the workforce after high school or choose to continue their education, high schools must adapt their curriculum and instructional strategies to meet the needs of our work force. The discussions focused on the high need vocations which included all the construction trades.

The goal of ACE High School is to develop a replicable high school based on research proven traits of effective high schools, which include small size and a curriculum that promotes rigor, relevance and relationships in a context of preparing students for higher education and entry into a skill-based work force. The membership of the founding group with their expertise in curriculum, instruction, assessment, finance, facilities, business management, organization, governance, and administration will support the success of ACE Charter High School.

Gene Hansmeier has served as Training Director since 1993 with the Ventura County Electrical Joint Apprenticeship Training Program. Part of Mr. Hansmeier's duties encompass administration of the Apprenticeship Training Trust, Educational staff, interact with California Division of Apprenticeship Standards and Federal Office Apprenticeship Training, oversee Apprentice Employment assignments and On the Job Training requirements.

Mr. Hansmeier has been an electrical instructor for the Ventura County Electrical JATC since 1983 to the present in concert with his Training Director duties. He has been a Trustee with the International Brotherhood of Electrical Workers Local 952 Health and Welfare Trust since 1980 and has served in many capacities with the local union including Examination Board.

During his tenure with the Ventura County Electrical Joint Apprenticeship Training Program, he was an active member of the Ventura County "School to Career Board" serving one term as Chairman, and one term as Secretary "California Statewide Electrical Training Directors Association".

Prior to Mr. Hansmeier's present position as Training Director, he worked within the electrical construction industry beginning in 1967 in the capacity of apprentice, journeyman, foreman, general foreman and project manager.

Mr. Hansmeier's trade, apprenticeship instructor and administrative experience within the electrical industry and his commitment to apprenticeship will contribute to the establishment of ACE Charter High School.

Martha Mutz is currently serving as the Assistant Superintendent for Educational Services for the Oxnard Union High School District. Prior to her work with OUHSD, Ms. Mutz held the position of K-12 Curriculum Director for the Conejo Valley Unified School District. Her classroom and site administrative experience were at the elementary level, primarily in the Las Virgenes Unified School District. During her tenure in LVUSD, Ms. Mutz took a two-year leave of absence to teach for Madeline Hunter at University Elementary School on the UCLA campus.

Academically, Ms. Mutz earned her bachelor's degree and her master's degree from the University of California at Los Angeles. As an undergraduate, she majored in French and minored in Political Science. Her studies included two semesters at the University of Bordeaux where her course work in history and political science were all conducted in the French language. Ms. Mutz master's degree from UCLA is in education with an emphasis in curriculum. She has a second master's degree in education from California Lutheran University; its emphasis is in school management.

In addition to her formal academic work, Ms. Mutz has had extensive training in curricular development. Included in this regard are: ACSA's certification in Curriculum & Instruction, Grant Wiggins' Understanding by Design, Mike Schmoker's Achieving Results, and Larry English's Curriculum Management Audit Internal Review. In addition, she has attended multiple trainings for English Language Learners, Data Analysis, Professional Learning Communities, Leadership and Change, Student Involved Assessment, Standards-based Grading, Cognitive Coaching, Constructivism, Conflict Resolution and CORE Team Training for At Risk Students. Ms. Mutz is certified to administer the Myers-Briggs Type Inventory, a personality inventory assessment.

As a teacher and administrator, Ms. Mutz' professional presentations usually are related to curriculum. A sampling of topics have included: diagnosing reading comprehension, curricular assessment, designing math and science curriculum, outcomes-based education, instruction of drama, needs of the gifted student, brain research and learning styles and supervision skills for master teachers. She has taught at California Lutheran University and has been a guest presenter at Pepperdine University.

Ms. Mutz has a particular interest in the effect of folk literature on the language, social and emotional development of young children; as a classroom teacher, she used theater arts to enhance student skills in these areas. She developed a number of theater productions for elementary children. Her scripts are marketed nationally.

Roger Rice currently serves the Ventura County Office of Education as the Associate Superintendent of Student Services. As a part of his duties, Dr. Rice oversees the Charter Schools authorized by the Ventura County Board of Education. Prior to being appointed to this position in January of this year, Dr. Rice served as the Assistant Superintendent of Human Resources in the Oxnard Union High School District where he managed the district's efforts in the areas of recruitment, professional development, benefits, employee evaluation and labor relations.

During his time in this position, Dr. Rice founded the Ventura County Future Administrator's Academy and Chaired the Ventura County High Performing High School's Commission. Dr. Rice served in this role for more than seven years after a four year stint as the principal of Hueneme High School in Oxnard California. Dr. Rice and the team at Hueneme High were able to achieve the greatest growth on the API among Ventura County High Schools during the 2000-2001 School Year.

Among his accomplishments, Dr. Rice was named Teacher of the Year at Montgomery High School in the Sweetwater Union High School District in 1995; was Honored as the Educator of the Year by the Port Hueneme Chamber of Commerce in 1999; earned the Administrator of the Year Award for Human Resources in 2005 by the local chapter of the Association of California School Administrators and was awarded his doctoral degree in education with an emphasis in high school reform from the University of Southern California in 2007.

Dr. Rice's teaching and administrative experience at the high school level along with his expertise in human resources will add greatly to the efforts to establish and ensure the success of ACE Charter High School.

Tony Skinner is a lifelong resident of Ventura County. He currently serves as the Business Representative for the Tri County Building and Construction Trades Council, a position held since 2005. He is the President of the IBEW Local 952 and has been a trustee on the Joint Apprenticeship Training Committee since 2002. In addition, Mr. Skinner also sits on the Workforce Investment Board of Ventura County and is co-chair of the youth council for the board.

Mr. Skinner has been working for the ACE High School Charter since 2005. He has worked with The County Board of Education, the Oxnard Union High School District and various advisory boards over the years to spread the idea of a hands-on learning model based on construction. The building trades in this area are firmly behind this concept as a career pathway into the construction industry. Beyond that, it is felt that this model will also help with the drop-out rate in our schools and bring rigor and relevance to the education process.

Mr. Skinner's expertise in the construction industry, extensive professional network, facilities development, community relations, and business management will be invaluable to the success of ACE Charter High School.

Phyllis Throckmorton currently serves the Oxnard Union High School District as the Director of Career and Technical Education (CTE). As a part of her duties, Mrs. Throckmorton oversees all CTE and elective courses authorized by the OUHSD Board of Education. Prior to this position, Mrs. Throckmorton served as the Assistant Director of Special Education in the Oxnard Union High School District where she managed the district's efforts in the areas of special education curriculum, student's Individual Education Plans (IEP), psychological services, legal issues, professional development for instructional and support staff, and grant development for student special services. This position followed her six years as an Assistant Principal of Oxnard High School with a population of over 3000 students.

Before joining Oxnard Union High School District, Mrs. Throckmorton worked with Ventura County Office of Education – Regional Occupational Program/Special Projects Unit where she was a classroom teacher, administrator and grant writer for 20 years.

Among her accomplishments, Mrs. Throckmorton was named by the Association of California School Administrators (ACSA) as Vocational Administrator of the Year; she has served as a Board Trustee for El Tejon Unified School District: she has served as a WASC committee member, a WASC Chair, and site WASC Administrator/Self Study author.

Mrs. Throckmorton’s teaching and administrative experience at the high school level along with her expertise in grant writing, curriculum, and staff development will add greatly to the efforts to establish and ensure the success of ACE Charter High School.

Peggy Velarde is the Director of Career & Technical Education (CTE) and the Regional Occupational Program (ROP) for the Ventura County Office of Education. Ms. Velarde is responsible for the oversight of all ROP programs located throughout Ventura County. These programs encompass over 35 curricular areas that cover all 15 industry sectors identified in the California State Frameworks for Career & Technical Education. Under her leadership, the ROP programs and enrollment have doubled in the last 10 years. Ms. Velarde also serves as a technical advisor to the high schools and community colleges on issues related to CTE.

Ms. Velarde has extensive background in developing training programs to meet labor market needs and has successfully implemented these programs for high school students and adults throughout Ventura County. The development of these programs has involved collaboration with business and industry, community colleges, school districts, parents and students. She served as a member of the High Performing High Schools Commission for Ventura County; numerous economic development boards; community collaborative groups; and volunteer organizations. She has been the ACSA Region 13 representative for CTE for the past four years. This encompasses the counties of Ventura, Santa Barbara, and San Luis Obispo.

Prior to her position of Director, Ms. Velarde served as the Principal for the Regional Occupational Program for 12 years. Other positions have included the management of the Special Projects Unit, Research Analyst, Teaching, and working in the private sector in banking, finance, and business administration.

Ms. Velarde’s administrative experience, expertise in labor market needs and economic development, CTE program implementation, financial and facilities management and grant writing will help to establish and sustain an excellent school.

Deborah Wylie is the Associate Vice President for Operations, Planning and Construction (OPC) on the California State University Channel Islands (CSUCI) campus. Established in 2002, CSUCI is the newest CSU campus. This 80-year old facility is converting existing facilities from former state hospital use into a 21st Century University. Deborah manages all facility operations, as well as all Planning, Design and Construction.

Previously, Deborah was the University Architect with the California State University, Office of the Chancellor, and providing support to the 23 CSU campuses. Deborah’s career with the CSU system started at Cal State Northridge, where she implemented earthquake reconstruction; capital projects; and a new campus master plan, oversight of planning and design.

Her education includes an MBA from Long Beach State, a Master’s in Structural Engineering and a BA in Architecture, both from UC Berkeley. She is a California Registered Architect and holds an NCARB (National Architecture) Certification. Prior to the CSU, Deborah designed and constructed film and television studios and high-end custom homes.

Ms. Wylie’s professional experience in Architecture, Engineering and Construction along with her daily involvement in university planning and programs provide a tremendous resource for the multiple pathways envisioned by ACE Charter High School.

Summary of necessary background critical to charter school success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Hansmeier	X	X	X	X	X	X	X		X
Mutz	X	X	X				X	X	X
Rice	X	X	X	X	X	X	X	X	X
Skinner				X	X	X	X	X	X
Throckmorton	X	X	X			X	X	X	X
Velarde	X	X		X	X	X	X	X	X
Wylie					X	X	X	X	X

New To the Board:

Gary Cushing

Gary started Cushing Public Affairs in 2012 after working with Rincon Strategies to focus on representing businesses to government. Gary has a degree in Political Science from California State University, Channel Islands and a Master’s Degree in Public Policy and Administration from Cal Lutheran University. Gary has been an active member in the Community involved in the Camarillo Chamber of Commerce, Ventura County Tax Payers Association, Boys and Girls Club advisory board, Camarillo Hospice advisory board, Camarillo Health Care District advisory board, Chamber Alliance of Ventura and Santa Barbara County.

Dr. Gregory O'Brien

Dr. Gregory O'Brien is the Assistant Superintendent of Education for the Oxnard Union High School District. He brings years of experience in the realm of Education to our board, along with

expertise in the new common core standards as a result of his role as Executive Director of 21st Century Learning for Oxnard Union High School District.

Dr. Tiffany Morse

Dr. Morse recently left her position as Director of Charter School Supervision and Oversight to take over the position of Director of the Career Education Center. She joined the ACE Charter High Board in the Spring of 2012, and also serves as the President of both the Boards of the Gull Wings Children's Museum, the Moorpark Education Foundation, and as a member of the University Prep Charter School Board.

Judy Perkins

Judy Perkins is currently the Principal at Oxnard Adult School. She is well known for her expertise in Educational Leadership, and staff development. She is also interested in instructional design and has played an integral role as a board member for ACE because of her experiences with education and in the community.

David Carlson

David Carlson is an Architect and Certified Access Specialist. Like Mr. Skinner, he brings an industry perspective to the Board of Directors. He currently works for California State University Channel Islands. In addition to the ACE Board, he also serves on the Board of the Camarillo Ranch Foundation as President as well as the Community Relations Committee Chair.

Dr. Richard Duran

Richard Durán, Ed.D, is President of Oxnard College, a Ventura County Community College District campus in Oxnard, California. Dr. Durán holds an Ed.D. in Educational Administration from the University of Northern Colorado and a Master's Degree in Education and Bachelor's Degree in Elementary Education from Adams State University in Colorado. He is certified as a Community College Chief Administrative Officer, Supervisor, and Counselor by the State of California. Past positions include Founding President, President, Vice Chancellor, Vice President, Dean, Director, and Faculty Member. Dr. Durán is active in numerous professional organizations, including President of the National Community College Hispanic Council; former Board Member of the American Association of Community Colleges; Community College League of California; Economic Development Corporation of Oxnard; Hispanic Association of Colleges and Universities; and the Oxnard College Foundation. Dr. Durán was selected as the Alumnus of the Year at Adams State University in 2010. Dr. Durán has presented on various educational topics, including ethnic studies; career and technical education; assessment; accountability; student success; and leadership. As President of a multicultural, comprehensive institution of higher learning, Dr. Durán has extensive experience in serving students from diverse backgrounds and works closely with the community to provide students the opportunity to achieve their educational goals.

Summary of necessary background critical to charter school success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
O'Brien	X	X	X	X	X	X	X		X
Cushing				X	X	X	X	X	X
Perkins	X	X	X			X	X	X	X
Duran	X	X	X	X	X	X	X	X	X
Moorse	X	X	X	X	X	X	X	X	X
Carlson	X	X	X		X	X	X	X	X

Architecture, Construction and Engineering (ACE) High School Charter Petition

ELEMENT 1 - EDUCATIONAL PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person in the 21st century”, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. (Ed. Code 47605 (b)(5)(A))

Oxnard Union High School District is the largest high school district in Ventura County and is composed of six comprehensive high schools and one alternative school with a diverse student population as indicated by the chart below.

American Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (non Hispanic)	Multiple	TOTAL
46	404	58		12,327	375	2,688	187	16,780

Students arrive at OUHSD via seven feeder school districts; Hueneme, Mesa Union, Ocean View, Oxnard, Pleasant Valley, El Rio and Somis. Additionally there are three community colleges, i.e., Oxnard, Moorpark, and Ventura and four universities, i.e., CSU Channel Islands, SCE Northridge, UC- Santa Barbara, California Lutheran University and other private schools and universities. In addition, high school students have the opportunity to participate in the Ventura County Center for Education (CEC) either at their home school or the ROP facility in Camarillo – offering a broad selection of Career Technical Education Programs. This provides educational opportunities from kindergarten through lifelong learning that contribute to the economic growth of the county and the state.

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, architecture, and engineering 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 45 students in 10th grade, 55 students in 11th grade, 45 students in 12th grade, and a projected 75 students in 9th grade for the 2014-2015 school year. 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) Charter High School is to provide high school students a progressive educational opportunity to explore construction, architecture, and engineering 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 Charter High School is to increase student achievement and prepare students for life after high school, whether this be for college or a career. 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, revolve around the common core, 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 Charter High School continues to operate 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
 - Engineering Design
 - Engineering Technology
 - Environmental Engineering
 - Robotics
 - Drafting programs such as Solid Works, REVIT, AutoCAD, Google Sketchup
- Industry Sector: Building Trades and Construction
 - Pathways:
 - Cabinetmaking and Wood Products
 - Engineering and Heavy Construction
 - Mechanical Construction
 - Residential and Commercial Construction
 - Framing, Masonry, and Welding

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). Currently, all courses have been submitted for approval and have either been approved or are awaiting approval.

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. Ventura County 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 Charter High School is to create an innovative model high school that will provide students a meaningful option 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 work-force 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 Common Core 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. WASC accreditation will begin in April of 2015.

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. Ventura College has articulated 5 courses with ACE High School, strengthening the bond between and easing the transition from high school to college. Additionally, another partner, the Ventura County Career Education Center, 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 skills 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.

ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

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

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. (Ed. Code 47605(b)(5)(C))

The School's outcomes are designed to align with the school's mission, curriculum and assessments, Common Core Learning Standards, and the California State Academic and CTE Standards. Upon graduation from ACE, students will have demonstrated their ability to be self-motivated, competent life-long learners.

Graduates will be able to meet the Expected School-Wide Learning Results (ESLRs) as established through the WASC Accreditation process.

Graduates will demonstrate mastery (a basic or higher proficiency as assessed by an objective rubric) of skills that indicate their ability to meet the established ESLRs by earning a passing grade in each of the courses required for graduation.

Graduates will demonstrate mastery of the Common Core Content Standards in the following subject areas:

- English Language Arts 9-12
- Geometry
- Algebra I and II
- History
- Government & Economics
- Science
- Electives
 - a. Architecture:

- i. AutoCAD I, AutoCAD II, Drafting Fundamentals, Art & Architecture, ACE Architects
- b. Construction:
 - i. Construction I – Foundations, Construction II – Framing & Masonry, Construction III – Advanced Construction
- c. Engineering:
 - i. REVIT, Solid Works, ACE Engineers

Graduates will demonstrate mastery of the Career Technical Education Standards based on the Senior Portfolio, as developed per industry sector and focused on a career pathway. This contains a comprehensive list of CTE skills, knowledge, and competencies for students to obtain. The Senior Portfolio serves as an assessment tool to document students' acquisition of necessary skills. The standards are reviewed annually by ACE CTE staff and modified as industry changes occur. The ACE Industry Sectors and Pathways are:

- Engineering and Design
 - Architectural and Structural Engineering
 - Computer Hardware, Electrical, and Networking Engineering
 - Engineering Design
 - Engineering Technology
 - Environmental and Natural Science Engineering
- Building Trades and Construction
 - Cabinetmaking and Wood Products
 - Engineering and Heavy Construction
 - Mechanical Construction
 - Residential and Commercial Construction

Additionally, Graduates will pursue the following outcomes:

- Applications to two, four year colleges
- Application to apprenticeship programs
- Entry into a career

ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

*The method by which pupil progress in meeting those pupil outcomes is to be measured.
(Ed. Code 47605(B) (5) (C))*

The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes.

Annually, performance on

- California State Standards Exams
- Smarter Balanced Assessment Consortium
- California High School Exit Exam

- California English Language Development Test
- 9th grade test of Physical Fitness
- Cumulative Mid-Term and Final Exams

Each Semester

- Progress in coursework
- Progress toward achieving learning goals
- Quarterly Reports sent home
- Weekly progress reports reviewed in advisory

Ongoing, student performance against school rubrics for the following tasks:

- Experiment design
- Problems of the Week
- Projects
- Revision Process
- Classroom Discussion
- Peer Assessment
- Reports
- Self Assessment

Annually, performance on

- The Senior Portfolio serves as an assessment tool to document student’s acquisition of necessary skills based on industry specifications

Research demonstrates that commitment to a vision, an innovative spirit, and strict accountability all work to create a learning community and a culture of continuous improvement. ACE Charter High School will develop a carefully designed and well-carried out accountability plan that ensures that the school meets its obligations in terms of student performance and also creates a powerful tool for ongoing learning and improvement. Accountability efforts are effective when the school and its community work together to set clear goals and then use student performance data to continuously improve teaching and learning. ACE faculty will develop interim skills, benchmark outcomes and exit outcomes that are performance-based and standards-aligned. These outcomes will identify what students should know (content standards) and what they should be able to do (performance standards) in all learning areas. The development of a clearly articulated and appropriate set of achievement standards is the foundation for a quality assessment program. The primary goal of the school will be to maximize student success at meeting the specified academic achievement standards and skills. Teachers will develop dependable assessments that yield accurate information. Students will be regularly informed about the achievement standards and the criteria by which their demonstration or performance will be evaluated. Feedback to students will be descriptive, constructive, frequent, and timely helping students identify their strengths and know how to plan and improve their work.

Data from student performance will be used to build and adapt curriculum and assess student progress creating a continuous improvement cycle that will constantly monitor and improve the school's educational program. In this way, standards, curriculum, and assessment will be aligned with each other and with the school's vision to create a quality educational program. ACE Charter High School will utilize California's Smarter Balanced Assessment Consortium to demonstrate improvement in academic performance by meeting and surpassing the California Academic Performance Index (API) growth targets and meeting the federal Adequate Yearly Progress (AYP) benchmarks.

ACE Charter High School's use of performance-based applied assessments that are targeted to benchmarked content standards will produce data to be used to immediately inform on-going instruction for each student. All students will be expected to meet or exceed grade level standards in the core academic areas through performance assessments. If a student does not demonstrate mastery on a performance assessment, the student will be expected to repeat the assessment after receiving appropriate intervention instruction and support. Rubrics will be developed as a teaching tool to identify mastery and allow students to manage their own learning through the skills of self-assessment. The assessment system will be designed so that students actively, consistently, and effectively communicate with others, especially their parents, about their achievement status and improvement.

A major component of an applied curriculum is that it provides relevance for students. This is essential to help under achieving students close the gap and supports English Language Development (ELD) instruction. ELD instruction will include a strong emphasis on academic language, vocabulary, and writing. The level and developmental stages of language acquisition will guide the performance and standards based instruction of the English learners.

EL's will be supported by the following:

- Direct ELD instruction as well as integrated instruction across the curriculum in all areas.
- Teachers who are proficient in sheltered instruction, scaffolding concepts and front loading strategies.
- A Spanish/English Language Development (SLD/ELD) family literacy program modeled after research-proven designs for family literacy.
- The English Language Advisory Committee (ELAC) who will address the needs of the EL community within our school environment by advising and monitoring programs and budgets supporting the students.
- Trained staff with the Achieve 3000/Empower 3000 online learning program, which statistically have proven the successes when working with EL's, will meet regularly to supplement ELA instruction.

ACE Charter High School will provide an ideal environment for optimal inclusion of students with special needs into regular education in an alternative school setting using an innovative applied curriculum that will help students make connections and gain meaning in learning. ACE High School's small size and committed staff will work collaboratively to identify students who are behind or at risk of falling behind and initiating preventative measures to mitigate the need

for more intensive services in the future. A wide variety of assessment instruments and observation protocols will be used to evaluate students on a case-by-case basis.

As an Oxnard Union High School charter school, ACE Charter High School will be a member of the Ventura County Special Education Local Plan (SELPA) and have access to on-going professional development and to specialists serving OUHSD students. All special education procedures and services will be in compliance with the Ventura County SELPA local plan. This includes identification processes, IEP formulation, special education programs, services, and implementation. As part of the SELPA and as a school under OUHSD, ACE High School will offer the following services:

- Inclusion services for students with severe disabilities who are placed in general education classrooms and require significant modifications of the curriculum for the majority of the school day. The specific services offered will vary depending upon the needs of the student.
- Resource Specialist program for students with mild to moderate disabilities who have significant delays in language arts and/or mathematics. Services will be “push-in” where students are supported in the general education classroom by the resource specialist. Decisions as to the nature of the services will be made by the IEP team on an individual basis. Many RSP students may require accommodations in the general education classroom but not modification of the curriculum.
- Speech and Language services for students with significant delays in either speech or language. Students with language delays may have pull-out and/or push-in services depending upon the student’s individual need.
- Occupational Therapy for students with an IEP who have difficulties in either fine or gross motor skills. Services may be provided on a pull-out and/or push-in model.
- Adapted Physical Education for students with an IEP who are unable to benefit from or need support for a regular or modified regular education PE program due to delays in gross motor development.
- Other Designated Instructional Services may be provided as identified in the IEP.

ACE High School recognizes its legal obligation to participate in the “child find” process. Identification actions will include vision and hearing screenings and regular Student Success Team (SST) meetings to identify strategies and interventions including special education assessment for identified students. School staff and parents will be able to request SST support and referral.

Performance Measures:

Key state accountability testing and evaluation methods including the Smarter Balanced Assessment Consortium and school success in addition to the California High School Exit Exam (CAHSEE) will be used as evaluation measures to ensure that students are successful.

A consistent cycle of internal and external review is needed for program improvement and assessment of student performance in ACE High School. A cycle will be designed to include

multiple areas of measurement. This cycle will include data analysis, data-based decision making; and subsequent alterations in practice and policy for effective change and improvement. Information from the above mentioned “Walk Through Observation” will be used to guide areas needing improvement and teacher in-service.

Additional formative analysis will focus on the Building Trades & Construction and Engineering Design industry sectors. Stakeholders will meet to:

- 1) Review the program sequencing, benchmarks and standards.
- 2) Analyze information and materials provided by the instructors and advisory group members and the level of student mastery of standards addressed in each course.
- 3) Make recommendations for course alterations as needed.

This process will provide an effective improvement cycle and will provide data to demonstrate up to date curriculum, positive teaching strategies, student achievement in academics, and rigorous technical courses preparing students for next steps.

ELEMENT 4 – GOVERNANCE

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. (Ed. Code 47605(b)(5)(D))

Background

ACE Charter High School began as a concept developed by two divergent groups of educators and community leaders. The first group was a High School Reform Commission established by the Ventura County Office of Education to develop recommendations for improving high school students’ preparation for life after high school. The other group was the Workforce Investment Board (WIB) who recognized both the need to better prepare high school students for the skills necessary to succeed in post secondary endeavors and the difficulty employers have finding graduates with the skills necessary to be successful in a skill based economy.

Both groups concluded that high school graduates must be better prepared to compete in a skill based world and that high schools must step up to the challenge of equipping students for success in the technical vocations. Whether students go directly into the work force after high school or choose to continue their education, high schools must adapt their curriculum and instructional strategies to match the needs of our work force. The discussions focused on the high need vocations which included all the construction trades.

It was determined that some high schools have a CTE program or class that prepares students for entry into the work force, but it was usually based on the quality and skills of the teacher and was not a replicable program. A committee of OUHSD and VCOE professional educators, parents, business leaders, high school administrators and teachers, professional trade union leaders, Community College representatives and University representatives came together and the concept of ACE High School was developed.

The goal of ACE Charter High School is to develop a replicable high school based on research proven traits of effective high schools which include small size and a curriculum that promotes rigor, relevance and relationships in a context of preparing students for higher education and entry into a skill-based work force.

Legal Status

ACE Charter High School has constituted itself as a California Public Benefit Charitable Corporation 501(c) (3) pursuant to California Law. ACE will operate and be governed under the direction of an independent Board of Directors and Executive Committee. ACE will be governed pursuant to the corporate bylaws adopted by the Board of Directors which will be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws.

Board of Directors

ACE Charter High School will be governed by the Board of Directors (the “Board”). The Board is the policy setting body and will be governed in its operations and its actions by the corporate bylaws of the organization which shall be consistent with the Charter, the Charter Schools Act, and all other applicable laws. The Board will successfully execute the responsibility for establishment and ongoing evaluation of policies as set forth in the charter legislation and charter petition regarding personnel, instructional program, budget, student welfare, transportation, dispute resolution, facility oversight, public relations, and community outreach.

The Board of Directors membership will be comprised of the following:

- Two representatives from the Oxnard Union High School District
- One representative from the Ventura County Office of Education
- One representative from the professional trade unions
- One representative from the business partnerships
- One representative from the Ventura County Career Education Center
- One representative from the Ventura County Community Colleges
- One representatives from the CSU Channel Islands
- One representative from the School Advisory Council
- One representative from the student body

The representatives are appointed or elected by the agency they represent and include many parents and other community members. The experience and expertise of the Board encompasses experts in curriculum/instruction, school administration, career technical education, facilities, finance, law, and grant writing. The make-up of the Board of Directors brings a wide variety of educational and organizational experience to the school community. The vast experience and expertise of the Board secures the capacity to establish and sustain a superior high school. Additionally, the Board will have the expertise of the Oxnard Union High School District and the Ventura County Office of Education in support of fiscal operations, legal matters, and auditors.

The Board of Directors meets **monthly** to address the on-going needs of the school. The Executive Committee consists of seven directors selected by the Board of Directors. The quarterly Board of Directors meetings will include a parent and a student representative.

The responsibility of the Board, include but is not limited to:

- Uphold the mission of ACE High School
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and the school's fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the school's facility arrangements and plans
- Oversee and evaluate the Principal
- Hire the Principal
- Hire ACE High School employees upon recommendation of the Principal
- Employee action upon recommendation of the Principal
- Approve Board Policy
- Student Issues

The Board will comply with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act and the Political Reform Act. The Board shall adopt a conflicts code which will be compliant with The Political Reform Act, Government Code Section 31000 et seq. Board members will be required to file conflict of interest statements and to reveal any ethical conflicts on specific items before the board.

The organization will retain its own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

The Board may initiate and carry out any program or activity, or otherwise act in any manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to employee of ACE High School any of those duties with the exception of budget approval or revision, approval of fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation and
- Require an affirmative vote of a majority of the Board members

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Principal

The Principal will provide administrative and instructional leadership in support of the school's mission. The Principal will promote an atmosphere in which exceptional teaching and student achievement flourishes. The Principal serves the governing Board, acts as the chief executive officer of the school and manages all affairs of the school consistent with all legal and policy requirements.

The responsibilities of the Principal or his/her designee may include, but are not limited to, the following:

- Maintains open and regular communication with the Board of Directors and assists in the development of Agendas for Board Meetings
- Leads the effort to support and promote the school's mission and vision
- Interprets the school's purpose and goals to students, staff, parents, and community and encourages constructive relations among them
- Works with parents, local business interests, trade associations and community based to build strong partnerships and community support
- Develops school plans and organizational procedures for the health, safety, discipline, and conduct of pupils as established in district procedures;
- Acts as the schools Public Relations Officer and communicates with media outlets
- Leads a Professional Learning Community (PLC)(Element 5)
- Constructs budgets based on recent and relevant fiscal conditions and solid enrollment projections
- Fulfills all legal responsibilities and reports promptly and accurately as required
- Plans, supervises, and directs the business operation of the school, including management of all site budgets
- Ensures that the facility is maintained in exemplary condition at all times and recommends repairs, upgrades and modifications as needed
- Supervises and evaluates performance of all assigned personnel; provides counseling and assistance as indicated; recommends appropriate action in cases of substandard performance
- Identifies, provides, and coordinates professional development opportunities for personnel within the school
- Participates actively in professional and services organizations
- Performs other tasks and assumes responsibilities as may be assigned by proper authority

School Advisory Council

The membership of the School Advisory Council will include the principal, two teachers, a post-secondary representative, students and parents. This council will assist in budget development and oversight of categorical programs and the design and implementation of sound programs to ensure accountability for the vision of the school. Further, the Council serves as a recommending body to the Board of Directors.

Parent, Teacher and Staff, Student and Community Participation

ACE teachers and staff, students, parents, community and professional trade association members, Ventura County Community College, Oxnard College faculty and representation from California State University, Channel Islands will be partners in the implementation of ACE High School. Parent and community business partnerships will be a key component in the development of this innovative high school. The partnership with labor trade unions has been significant in moving forward with the development of the ACE High School vision. Parents and labor trade union representatives as well as business partners serve as members of the Board, Standing Committees, and School Advisory Council (SAC).

Parents understand their student's interests and potential; they can advocate for the student and communicate this view point to the teacher. This provides additional ways the teacher can assist the student learning and the parent can monitor the progress and processes for the students' success. Therefore, parent involvement is vital to the success of the school.

Parents are part of the community at large; community input and support is needed to provide a connection between school and the needs of the labor force. To perform these critical functions, ACE must create a bridge of information about the school. Specific activities will include:

- Introductory letters that explain the ACE course content, the standards-based approach to instruction, and the type of assessment students will be given
- Information to parents about their role in helping the student become successful
- Explanation of how to contact the teacher, the department chair, counselor, principal
- How they can assist by working to improve and support the classroom
- ACE uses digital media in the form of twitter, facebook, and our website with ongoing additional ways to become a part of ACE

As the school is being established to serve the needs of the students, it is imperative that families are actively involved. An ACE High School Parent Organization will be established to facilitate communication between all members of the organization and to bring needed human

resources to help meet the goals and objectives of the school. A Parent and Student Handbook will be developed to outline the membership requirements, responsibilities, job descriptions and procedures for the organization. All parents and guardians will be notified of their responsibilities via the Parent/Student Handbook that is distributed during the orientation. The Handbook will also be available on the school's website and in the school lobby.

The Parent Organization will be led by a leadership team that is comprised of at least 5 parents and meets regularly (at least once per month). Members of this team will meet with school administration to bring parent community questions, concerns, and ideas to the school administration. The meeting also will be used to coordinate the efforts of the parent organization with the school's needs.

Parents will also have additional opportunities for involvement by:

- Participating in the development of their educational plan
- Attending Parent Education Nights held annually. These will be scheduled in the evenings and are planned in conjunction with the Parent Organization and ACE High School administration
- Being invited to and attending all school functions

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school. (Ed. Code 47605(b)(5)(E))

To accomplish the curriculum and instructional goals of ACE Charter High School an NCLB highly qualified staff in the core academic disciplines will be selected that shares the vision for the school and desires an environment of innovation and change. Selected teachers will partner with instructors from the identified trade unions to develop curriculum and applied instructional delivery models that are founded on research-based educational practices to meet California content standards and all high school graduation requirements. Professional development of faculty will be systematic, job embedded and on-going based on student achievement.

To support underperforming or at risk students, the staff will be trained and implement the Response to Intervention (RtI) model to help students succeed prior to needing special education intervention. Students will be exposed to a variety of teaching and learning methods that place the student at the center of the learning through application and involvement. The ACE High School curriculum will be student-centered and use applied inquiry methods to help student gain mastery.

To ensure that the school employees are highly qualified instructional, administrative, and support staff, ACE will select its own teachers and staff via a Staff Selection committee. This committee will be comprised of teachers and parent representatives and will make recommendations to the Board as outlined under the Governance Structure. All teachers will possess the subject matter competence required by the federal No Child Left Behind Act (NCLB). The Selection procedure shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation.

ACE shall comply with Education Code Section 47605(1), which states in pertinent part:

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

Teachers (Certificated Personnel)

Candidates interested in ACE must possess the following:

- Bachelor's Degree
- A valid California teaching credential and highly qualified in teaching disciplines
- CLAD or BCLAD certification

In addition, teachers who desire a position with ACE must understand and be a part of the Professional Learning Community Concept which includes:

- Have background, knowledge, experience, and/or expertise in CTE and applied education methodologies;
- Be willing to work collaboratively with staff, parents and community;
- Show enthusiasm for collaboration with other teachers at classroom and school levels;
- Be willing to participate in professional development opportunities; and to engage in continuous reflection on the goals and methods of education;
- Be willing to work beyond the parameters of a regular school day to assure the success of the program;
- Be skilled at using project-based, applied, structured cooperative learning strategies; integrated thematic units; multicultural education; conflict resolution; and an affective teaching approach;

Part-time, temporary, or short-term personnel may be employed directly by ACE. The Board, based on the recommendations of the Staff Selection Committee and the needs to be filled, will determine the qualifications and educational experience for these persons.

Educators in non-core classes, defined as those who are providing specialized learning opportunities, such as career technical education courses, will hold a teaching credential, have subject matter expertise and meet minimum qualifications contained in job descriptions and position announcements. Their role is to directly provide and/or provide for the means and the atmosphere that enable students to learn. Their relationship to one another is non-hierarchical in the sense that every staff person (with learners) shares in the responsibility for the educational process. The governing procedures are flexible, maximizing opportunities for consensus decision-making, and assuring that those most responsible for specific aspects have the authority and resources needed.

Staff Development:

In addition to the staff development activities sited in the original application through OUHSD, the Ventura County Office of Education (VCOE) provides multiple curriculum and staff development opportunities that focus on continuous improvement and are research based. VCOE Leadership Support Services focus on student learning and provides important, relevant, researched based and ongoing professional development for districts and schools.

Professional development activities for ACE will include strategies to effectively integrate and use challenging academic and technical standards. ACE staff will be afforded the opportunity to participate in professional development activities which:

1. Integrate pathway and foundation standards to include the SCANS skills (Secretary's Commission on Achieving Necessary Skills).
2. Incorporate data-based decision making: essential for teacher to increase course rigor and positive student outcomes; and provide information about the mastery of skills by individual students and the whole class.
3. Provide opportunities for teachers to re-enter the workforce to maintain their industry skills to make the pathways standards a reflection of current industry realities.
4. Build a repertoire of key promising and best practices by utilizing some OUHSD and VCOE master teachers in staff development activities.

The Marzano and Danielson model of "walk-through observation" process incorporates categories that focus on research based teaching strategies which all teachers are expected to use. ACE teachers will have the same expectations. Observation teams walk-through the class and indicate on a "*Walk Through Observation Form*" if they have observed the listed criteria. The goal is to get a snapshot of the entire school for professional development planning – it is not to evaluate the teacher. The criterion includes:

- ✓ Learning Goal/Objective/Standard clarification
- ✓ Demonstration of learning
- ✓ High school content standard
- ✓ Direct instruction/guided practice
- ✓ Upper level of Bloom's Taxonomy
- ✓ Marzano and Danielson Strategies, i.e., compare/contrast, summarizing or note taking, graphic organizers, vocabulary
- ✓ Checking for understanding
- ✓ Reinforcement/recognition
- ✓ Variety of techniques for English Learners
- ✓ Asset development – Caring, High Expectation, Meaningful Participation
- ✓ Technology in the classroom

The teams are comprised of district level administrator and site leadership team members (this may be modified for ACE). Every class is observed and results are gathered. The information is input into an Excel Program and reports are generated to show what is being used and working well and what is not. The results are provided to the Principal who then plans staff development activities to improve instruction.

ELEMENT 6 – HEALTH AND SAFETY

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. (Ed. Code 47605(b)(5)(F))

Procedures for Background Checks

ACE Charter High School will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors, and volunteers prior to employment and/or any more than limited contact with pupils of the Charter School. The Executive Director/Principal of the School shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the Oxnard Union High School District.

TB Testing

ACE Charter High School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

Fingerprinting

Fingerprint clearance for new employees will be acquired through submitting the employee's fingerprints to the California Department of Justice.

ACE Charter High School will direct employees to a site where "Live Scan" will be utilized. Employees will not begin work at ACE High School until the fingerprint clearance is received from the Department of Justice.

Immunizations

ACE Charter High School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

ACE Charter High School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

ACE Charter High School shall adhere to Education code Section 49450, et seq., as applicable to the grade levels served by the School.

Emergency Preparedness

ACE Charter High School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Bloodborne Pathogens

ACE Charter High School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

ACE Charter High School shall maintain a drug and alcohol and smoke free environment.

Integrated Complaint and Investigation Procedure

ACE Charter High School will develop a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board, the directors shall be responsible for investigation, remediation, and follow-up on matters submitted to ACE High School through this procedure.

Comprehensive Sexual Harassment Policies and Procedures

ACE Charter High School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. ACE High School will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy. Procedures

ACE Charter High School has adopted procedures to implement the policy statements listed.

ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

ACE Charter High School will abide by all state and federal laws regarding admissions and enrollment procedures. The school will actively recruit an ethnically, linguistically, socio-economic, and special needs diverse student population from throughout the Oxnard Union High School District and other Ventura County high schools whose families understand and value the school's mission, are committed to the school's instructional and operational philosophy, and whose students will benefit from the school's design. ACE Charter High School will not discriminate in its admissions processes or criteria. As specified in law, ACE Charter High School will provide a free public education with no tuition or other fees.

As an Oxnard Union High School District charter high school, ACE Charter High School will accept the majority of students from the high schools in the OUHSD. Information will be provided at the high schools by counselors to potential students. Parent/community/student information sessions will be held to insure effective outreach.

Additionally, the process for seeking admission will be advertised throughout Ventura County in English and Spanish through the following methods: 1) newspaper advertisements; 2) radio PSA's; 3) various city parks and recreation brochures; 4) Ventura County movie theater preview ads; 5) OUHSD and VCOE publications and trade union publications. ACE staff will make an extra effort to focus recruitment at underperforming high schools by providing on-site workshops for staff and students highlighting the performance-based applied curriculum and by guiding students through the admission process.

ACE Charter High School will designate a three month period for open enrollment carrying out the recruitment plan delineated above. Students and families will be encouraged to attend one of the weekly orientation/visitation sessions that will be held during this period to ensure understanding of program goals and expectations. Applications will be available at multiple locations throughout the county, including at the high schools, libraries, OUHSD district offices and online on the OUHSD webpage. The information packet distributed to students and families will include the school's mission and vision statements and descriptions of the school's programs and instructional organization.

The application will consist of basic contact information. There will not be any questions based on race, religion, ethnicity or prior school performance. Students will apply by completing and returning the application form. An application process will be developed and publicized that will ensure the integrity of receipt and conduct of the lottery process. If the number of applications exceeds the number of spaces available in the school, a public random lottery will be conducted in strict accord with the law and a waiting list established.

After the deadline for applications has passed and a public random lottery, as needed, has been conducted, students will be notified by mail of their application status. Applications will continue to be received and processed until all available spaces have been filled. Students and parents of students admitted to the school will be invited to an orientation meeting at which time an overview of the school's programs will be provided and students will be requested to provide all immunization and emergency information and to review and sign the Student/Parent/Teacher Compact.

ELEMENT 8 – ADMISSION REQUIREMENT

Admission requirements. (Ed. Code 47605(b)(5)(H))

To be admitted, students must demonstrate a commitment to the career technical education program components. ACE High School will designate a three month period for open enrollment carrying out the recruitment plan delineated in Section VII. Students and families will be encouraged to attend one of the weekly orientation/visitation sessions that will be held during this period to ensure understanding of program goals and expectations. Applications will be available at multiple locations throughout the county, including at the high schools, libraries, OUHSD district offices and online on the OUHSD webpage. The information packet distributed to students and families will include the school's mission and vision statements and descriptions of the school's programs and instructional organization.

The application will consist of basic contact information. Students will apply by completing and returning the application form. An application process will be developed and publicized that will ensure the integrity of receipt and conduct of the lottery process. If the number of applications exceeds the number of spaces available in the school, a public random lottery will be conducted in strict accord with the law and a waiting list established.

In accordance with Education Code Section (47605(d)(2), preference in the public random drawing shall be provided in the following order of declining priority:

1. Siblings of currently enrolled student.
2. Students residing within the boundaries of the District
3. All other student who wish to attend the School.

After the deadline for applications has passed and a public random lottery, as needed, has been conducted, students will be notified by mail of their application status. All students who are not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw from the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in case of an opening during the current school year. Applications will continue to be received and processed until all available spaces have been filled. Students and parents of students admitted to the school will be invited to an orientation meeting at which time an overview of the school's programs will be provided and students will be requested to provide all immunization and emergency information and to review and sign the Student/Parent/Teacher Compact.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

ACE High School will develop a comprehensive business and management plan. A formal business plan will be developed for use in future funding and development endeavors. Operational budgets will be adopted and reviewed by the Board of Directors at regular intervals as established in the Bylaws. All fiscal policies and procedures required in California law, and generally accepted accounting procedures will be followed.

For the initial term of the Charter, ACE will contract with OUHSD to provide Special Education Services, with details to be laid out in a memo of understanding signed by the Superintendent of OUHSD and the Board of ACE. Upon agreement as detailed in the MOU, and in consideration for providing such services, OUHSD will retain funding provided under AB602 and PL 94-142 (currently approximately \$520 per ADA). This provision is to be reviewed at the end of the first period of the Charter and renewed to the mutual satisfaction of both ACE and OUHSD in a successor agreement at the discretion of both parties.

ACE High School will contract all financial services to a local agency which may include the Ventura County Small School District Business Authority, (a JPA that serves small districts,) or other proven agency with a track record of fiscally prudent oversight. Financial records will be organized with SACS funds or account groups. The accounts will be organized into Governmental Funds, Fiduciary Funds, and Account Groups. Fiscal services will include but not be limited to payroll, accounts receivable/payable, attendance accounting, food services, and insurance. The CITRIX/ESCAPE (or comparable) software system will be used to manage financial transactions and reporting. These will be initiated and signed by the ACE High School administrator or designee. The administrator will sign for receipt of goods/services and authorize payment.

ACE High School will develop a complete set of fiscal control policies and procedures for ACE operation. ACE shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Sections 47604.3.

An annual independent fiscal audit of the books and records of ACE will be conducted as required under the Charter Schools Act, section 47605(b)(5)(1) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

An audit committee appointed by the Board of ACE High School will select an independent auditor through a request for proposal. The Board will choose an independent CPA firm

specializing in the area of school finance to audit the financial records annually. The auditor will be approved by the State Controller on its published list as an educational audit provider.

It is anticipated the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the charter granting agency, Oxnard Union High School District Board of Education, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies to the satisfaction of the audit and shall report to the Board of Directors of ACE High School with recommendations. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

An annual budget, interim reports and audit will be publicly discussed and adopted by the Board of Directors. Interim reports, un-audited actuals, attendance reports and other required state and federal reports will continue to be reviewed, discussed and adopted by the Board of Directors.

ELEMENT 10 – SUSPENSIONS AND EXPULSIONS PROCEDURES

The procedures by which pupils can be suspended or expelled. (Ed. Code 47605(b) (5) (J)

ACE High School Suspension and Expulsion Policy will focus on developing alternative strategies for addressing student behavior in an effort to prevent the need for suspensions and expulsions, while ensuring the safety of all students, staff, and families at ACE High School.

Students who enroll in ACE High School will be given a handbook with all pertinent information, including the Suspension/Expulsion Policy. Expectations for students regarding attendance, mutual respect, work habits, safety, violence, and substance abuse will be clearly described. Each student and his or her parent or guardian will be required to verify that they have reviewed and understood the policies prior to enrollment. Any student who engages in repeated violations of the School's behavioral expectations may be required to attend a meeting with the Teachers Council, the Administration, the classroom teacher, and the student's parent or guardian. The group will discuss strategies that have been tried and collaboratively create a specific written agreement, outlining expectations for future student conduct. A support plan to assist the student, timelines, and consequences for failure to meet the expectations will also be provided.

ACE's Administrator may, pursuant to the School's adopted policies, discipline and ultimately suspend or recommend for expulsion students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended, and later expelled by the School's Governing Board upon recommendation of the Administrator.

The School's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. The School will include suspension and expulsion data in its annual performance report.

ELEMENT 11 – STRS, PERS, AND SOCIAL SECURITY COVERAGE

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

The salary schedule for employees of ACE Charter High School will be at least as competitive as the salary schedule for OUHSD. All certificated staff members will participate in the State Teachers' Retirement System. All classified staff members will participate in the Public Employees' Retirement System.

ELEMENT 12 - ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. (Ed. Code 47605(b)(5)(L))

ACE High School will be an selection for interested students within the OUHSD. ACE High School is not a school or residence and does not have defined boundaries. All students in Ventura County are eligible to apply to attend ACE High School. Students who choose not to attend ACE High School after acceptance will be returned to their school or residence or another alternative placement.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. (Ed. Code 47605(b)(5)(M))

ACE High School employees from OUHSD will retain the same rights to return as any other employee of the OUHSD.

ELEMENT 14 – DISPUTE RESOLUTION

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

In the event that the school or granting agency has disputes regarding the terms of this charter or any other issue regarding ACE High School and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between ACE High School and the grantor, ACE High School and the OUHSD Board of Education representatives agree to first frame the issue in written format and refer the issue to the OUHSD Superintendent of Schools and ACE Directors in the "dispute statement."

The dispute statement shall set forth the essential facts and provisions of charter or governing law. Each party shall have five days from receipt of the dispute statement to respond. In the event that the OUHSD Board of Education or designee believes that the dispute relates to an

issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

ACE's Directors and the OUHSD Board of Education or designee shall informally meet and confer within ten days of receipt of the dispute statement to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, within twenty-one (21) days of receipt of the dispute statement the Superintendent or designee and Directors shall identify two members of each governing board to participate in a joint meeting to attempt to resolve the dispute. If this does not resolve the dispute, the Superintendent or designee and Directors shall identify a neutral, third party mediator to facilitate resolution of the dispute. The mediation shall be held within two months of the joint meeting. The OUHSD Board of Education or designee and ACE Directors and mediator shall develop the format of the mediation session jointly. All timelines under this section may be extended by written mutual agreement of the Parties. If the dispute is not resolved in mediation, both Parties shall have any applicable right of recourse specified in law.

In the event that the Oxnard Union High School District determines that the School has engaged in an act that could lead to revocation of the charter, the Oxnard Union High School District Board or designee and the Charter School shall have a face to face meeting within 10 day of the Board's and/or designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the OUHSD Superintendent of Schools or designee and ACE High School administrators. If after such meeting, the OUHSD Board of Education determines that a violation has occurred which requires a cure, the OUHSD Board of Education or designee may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. ACE High School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the OUHSD Board of Education, the parties may agree to predetermined time to commence to cure and diligently prosecute the cure to completion.

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). (Ed. Code 47605(b)(5)(O))

ACE Charter High School will be the exclusive public school employer of the employees for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

ELEMENT 16 – CHARTER SCHOOL CLOSURE

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Ed. Code 47605(b)(5)(P))

The following procedures shall apply in the event ACE closes. The following procedures apply regardless of the reason for closure.

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

The Board will promptly notify the OUHSD Board of Education of the closure and of the effective date of the closure.

The Board will ensure notification of the closure to the parents and students of ACE High School and will provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the school.

As applicable, ACE High School will provide parents, students, and the charter authorizer and/or OUHSD Board of Education with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Acts ("FERPA"). ACE will ask the OUHSD to store the records of the charter school but will offer to transfer student records to the district of residence of each student with a copy to the family.

As soon as reasonably practical, but no later than 60 days after closure, ACE will prepare final financial records. ACE will also have an independent audit completed as soon as reasonably practical, generally no more than six months after closure. ACE will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ACE and will be provided to the OUHSD promptly upon its completion. In the case of ACE either does not pay for or have an independent audit completed within one month of the applicable timelines, the OUHSD Board of Education or designee may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School.

Upon closure of ACE High School, all assets of the school derived from state revenues, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending ACE High School, shall be returned to the State of California upon the dissolution of the nonprofit public benefit corporation in accordance with the nonprofit's Articles of Incorporation. Upon closure of ACE High School, all assets of the school derived from fundraising may either be donated to the State of California or distributed to another governmental entity engaged in public education. On closure, ACE High School shall remain solely responsible for all liabilities arising from the operation of the School. ACE High School will file a final tax return before dissolution of the nonprofit organization.

Since ACE High School is organized as a nonprofit public benefit corporation, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, which may include bankruptcy, and file all necessary documents with the appropriate state and federal agencies.

TEACHER SCHEDULE

A

	Room	Period 1	Period 2	Period 3	Period 4	Period 5
Cooney	7	Construction 1	Construction 1	Construction 2	Tutorial - grade 9	Prep
Gibbs	11	English 4	English 3	English 3	Tutorial - grade 12	Prep
Hickok	2	Int. Math I	Int. Math I	Prep	Tutorial - grade 10	Int. Math I
Lilly	10	Art & Architecture	Drafting Fund.	Auto CAD	Tutorial - grade 10	Prep
Lomax	8	Prep	Solid Works	Revit		Intro to Engineering
McGuire	6	Alg 2	Prep	Math for Programming	Tutorial - grade 11	Int. Math II
McLaughlin	9	Prep	Physics	Earth Science	Tutorial - grade 11	Biology
Middleton	4	Internship Prep	Am Gov	World Civ	Tutorial - grade 12	Prep
Moreno	12	Spanish 1	Spanish 2			
Pimentel	5	U.S. History	Prep	Geography	Tutorial - grade 11	U.S. History
Renteria	1	Prep	English 2	Journalism/Yearbook	Tutorial - grade 9	English 2
Sweet	3	Prep		Directed Studies	Tutorial - Dir. Studies	Directed Studies

B

	Room	Period 1	Period 2	Period 3	Period 4	Period 5
Cooney	7	Construction 1	Prep	Construction 2	Tutorial - grade 9	Construction 3
Gibbs	11	Eng 4 - Honors	Internship Prep	English 3 - Honors	Tutorial - grade 12	Prep
Hickok	2	Int. Math I	Int. Math I	Integrated Math I	Tutorial - grade 10	Prep
Lilly	10	Prep	Drafting Fund.	Auto CAD	Tutorial - grade 10	Art & Architecture
Lomax	8	Prep	Intro to Engineering	Revit		Eng. Design/Robotics
McGuire	6	Int. Math II	Pre-Calculus	Integrated Math II	Tutorial - grade 11	Prep
McLaughlin	9	Physics	Biology	Earth Science	Tutorial - grade 11	Prep
Middleton	4	World Civ	Prep	Am. Government	Tutorial - grade 12	Europ Hist AP
Moreno	12	Spanish 1	Spanish for NS 1			
Pimentel	5	Prep	U.S. History	Student Government	Tutorial - grade 11	Geography
Renteria	1	English 2	English 1	Prep	Tutorial - grade 9	English 1
Sweet	3	Prep	Directed Studies	Directed Studies	Tutorial - Dir. Studies	Directed Studies

BELL SCHEDULE

Monday- Thursday:

Instructional Minutes	Non Instructional Minutes	Time	Activity
85		8:00 – 9:25	Period 1
	5	9:25 – 9:30	Break
5		9:30 – 9:35	Passing
85		9:35 – 11:00	Period 2
5		11:00 – 11:05	Passing
85		11:05 – 12:30	Period 3
	40	12:30 – 1:10	Lunch
5		1:10 – 1:15	Passing
30		1:15 – 1:45	Period 4 (Tutorials & Electives)
5		1:45 – 1:50	Passing
85		1:50 – 3:15	Period 5
Total Instructional Minutes	Total Non-Instructional Minutes		
390	45		

Friday Minimum Day:

Instructional Minutes	Non Instructional Minutes	Time	Activity
55		8:00 – 8:55	Period 1
5		8:55 – 9:00	Passing
55		9:00 – 9:55	Period 2
5		9:55 – 10:00	Passing
55		10:00 – 10:55	Period 3
5		10:55 – 11:00	Passing
40	40	11:00 – 11:40	Lunch
5		11:40 – 11:45	Passing
55		11:45 – 12:40	Period 5
Total Instructional Minutes	Total Non-Instructional Minutes		
240	40		

PRINCIPAL'S WORKPLAN

<u>Item</u>	<u>Notes</u>	<u>Person Responsible / Key Contact Person</u>	<u>Complete By:</u>
Work with Board to Set Meeting Schedules and Agendas	Establish an annual calendar	Board/Principal	On-going
Establish Relationships with Local Business, Trades, Professional and service organizations through speaking engagements and meetings with key community leaders	This process is currently functioning and members of the Board are presenting to various service organizations and community at large	Board/Principal//Volunteers	On-going
Develop a List Serve to keep key people informed of our progress regularly	List serve has begun	Principal	On-going
Present Common Assessments and Rubrics to the Board When Complete	First quarter designed with ongoing refinement	Principals/teachers	On-going
Develop, Refine and Manage the School's Budget		Principal/Board	On-going
Schedule recruitment visits to local districts, middle schools, community centers as is possible.		Principal	On-going
Develop a list of media contacts and outlets to use for issuing public service announcements regarding registration events, etc.		Principal/ /Board/Volunteer	On-going
Arrange fundraisers		Principal	On-going
Public Service Announcements		Principal/Board	On-going
Work with the trades to develop projects to incorporate into the units and lessons		Principal/Teachers	On-going
Work with business and trades on community based projects and internships		Principal/Teachers	On-going
Develop FAQ for parents		Principal	Fall current year
Develop PR and Recruitment Brochures and Informational Fliers, etc.	Website has been established; enlist support of ROP Graphics Program to develop marketing materials	Principal/Board	Fall current year
Write a donation letter and begin soliciting local business and trades groups		Principal/Board	12/15/09
Lead Recruitment and hiring of 2 Lead Teachers	This process will have to be started by the Board and Once the Principal is named, he/she can participate in the interviews	Roger Rice	1/15/10

Work With Board to Develop an MOU with OUHSD		Principal	1/15/10
Develop Registration materials and packets for parents		Principal	3/1/10
Hire additional staff		Principal/Board	3/30/10
Develop an Employee Handbook		Principal/HR	6/1/10
Develop/Decide on Student Information System to be used along with Grading System	Are there open source, and/or free web-based systems for teachers to use?	Principal	7/1/10
Selecting and Purchasing all textbooks and instructional supplies		Principal	7/1/10
Develop Student Handbook		Principal	7/1/10
Develop Parent handbook		Principal	7/1/10
Work with lead teachers to Develop Course Outlines and Curriculum Frameworks	Requires Board Approval	Principal	7/30/10
Develop Pacing Guides for each course		Principal/Teachers	7/30/10
Develop Common Assessments and Rubrics for each Course		Principal/Teachers	7/30/10
Arrange for Nutritional Services for students - including any contracts that need to be arranged		Principal	8/1/10
Develop PLC Format, Meeting Schedules, PD, etc.		Principal	8/15/10
Develop a Master Schedule	Preliminary draft completed and attached	Principal	8/30/10
Organize a PTSA/Booster Club for fundraising purposes	Plan Fundraisers Early	Principal	9/30/10
Lead Accreditation effort	Candidacy can be obtained within the first year of operation	Principal with assistance from Educational Consultant	During 2010/11 school year
Plan for additional portables in year 2 for additional classroom space	Apply for Charter School Facilities grants	Principal/Facilities Director VCOE	1/15/11

BOARD WORKPLAN

<u>Item</u>	<u>Notes</u>	<u>Person Responsible / Key Contact Person(s)</u>	<u>Complete By:</u>
Work with VCSSFA to obtain Liability Coverage			Fall 2013
Decide on and contract with back office payroll, financial system			Fall 2013
Establish and Approve Salary Schedules for All Positions			Spring 2014
Draft Contract for Principal			Summer 2013
Draft Contracts for Teachers			Spring 2014
Develop Teacher Job Descriptions	Needs Board Approval	Roger Rice, Debbie Lopez	Fall 2013
Designate Sub-Committees of the Board			TBD
Work with Principal to develop an MOU with OUHSD	We already have a draft that Mary Samples has reviewed		Spring 2014
Schedule Board Meetings Through December	Dates, Time Place need to be determined	Debbie Lopez - VCOE	9/10/09
Complete the P/I Grant Application		Roger Rice	9/15/09
Finalize Articles of Incorporation	Draft is Completed, approval at September Bd. Meeting	Board	9/30/09
Set up Basic Web Site	Presence Established - Content needs to be added	Debbie Lopez - VCOE	10/31/09
Recruitment of Principal	Timing Should be coordinated with P/I Grant Receipt	Roger Rice, Debbie Lopez	12/1/09
Begin Recruitment of Lead teachers	Principal will lead interviews and selection once named	Roger Rice, Debbie Lopez	12/1/09
Obtain non-profit status		Roger Rice, SBA	1/1/10

ASSURANCES

2.1. Assurances regarding (a) the requirement that a charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations (b) the requirement not to charge tuition (c) the requirement not to discriminate against any pupil on the basis of the characteristics listed in Section 220. (Ed. Code 47605(d)(1))

- a) ACE Charter High School will be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- b) No tuition will be charged to students attending ACE Charter High School.
- c) ACE Charter High School will not discriminate against students, parents or staff on the basis of disability, gender, nationality, race, ethnicity, religion or sexual orientation.

3.2. Assurances regarding the need for the chartering authority to make reasonable efforts to accommodate the growth of the charter school and in no event shall it take any action to impede the charter school from expanding enrollment to meet pupil demand. (Ed. Code 47605(d)(2) (C))

ACE High School is planned to accommodate 480 students. Should it become apparent that pupil demand is greater than anticipated, ACE High School staff will explore options to expand services to accommodate the need.

4.3. Assurances regarding the procedures for students who are expelled or who leave the charter school without graduating or completing the school year for any reason. (Ed. Code 47605(d)(3))

If a student leaves the charter school for any reason without graduating, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

5.4. Information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided and potential civil liability effects, if any, upon the school and upon the school district. (Ed. Code 47605(g))

ACE Charter High School will be located on land owned by the Ventura County Office of Education. An unused building on that land will be renovated for the purposes of housing the students. Additional portable buildings will be leased using funds generated from the state Charter School Planning and Implementation Grant.

ACE will be administered by a site principal who will serve as the school's chief educational, human resources and operations officer. The principal will be assisted by teams of teachers operating within a structure known as a professional learning community. These teacher teams will collaborate on a wide variety of educational issues at the site and make recommendations to the principal as needed to better serve the students of ACE.

There is no liability issue inherent in ACE that is not present in all public school settings. ACE will take all prudent measures to limit its liabilities including making use of professional services as needed, examining the utility of becoming members in the local joint powers agreement all in an effort to limit exposure of ACE in the same manner as local districts in Ventura County.

6.5. Conflict of Interest

The Board will comply with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act and the Political Reform Act. The Board shall adopt a conflicts code which will be compliant with The Political Reform Act, Government Code Section 31000 et seq. Board members will be required to file conflict of interest statements and to reveal any ethical conflicts on specific items before the board.

CONCLUSION

By approving this charter the Oxnard Union High School District will be fulfilling the intent of the California Legislature.

Education Codes Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a) Improve pupil learning.*
- b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- c) Encourage the use of different and innovative teaching methods.*
- d) Create new professional opportunities for teachers, including the opportunity to be responsive for the learning program at the school site.*
- e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance based accountability systems.*
- g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

ACE Charter School pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible charter proposal requesting a five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.