ACE Charter High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Keyur Shah, Principal

Principal, ACE Charter High

About Our School

Contact

ACE Charter High
1776 Educational Park Dr.
San Jose, CA 95133-1703

Phone: 408-251-1362
E-mail: ace_hs@acecharter.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	East Side Union High
Phone Number	(408) 347-5000
Superintendent	Chris Funk
E-mail Address	funkc@esuhsd.org
Web Site	www.esuhsd.org

School Contact Information (School Year 2018—19)	
School Name	ACE Charter High
Street	1776 Educational Park Dr.
City, State, Zip	San Jose, Ca, 95133-1703
Phone Number	408-251-1362
Principal	Keyur Shah, Principal
E-mail Address	ace_hs@acecharter.org
Web Site	www.acecharter.org
County-District-School (CDS) Code	43694270125617

Last updated: 1/16/2019

School Description and Mission Statement (School Year 2018—19)

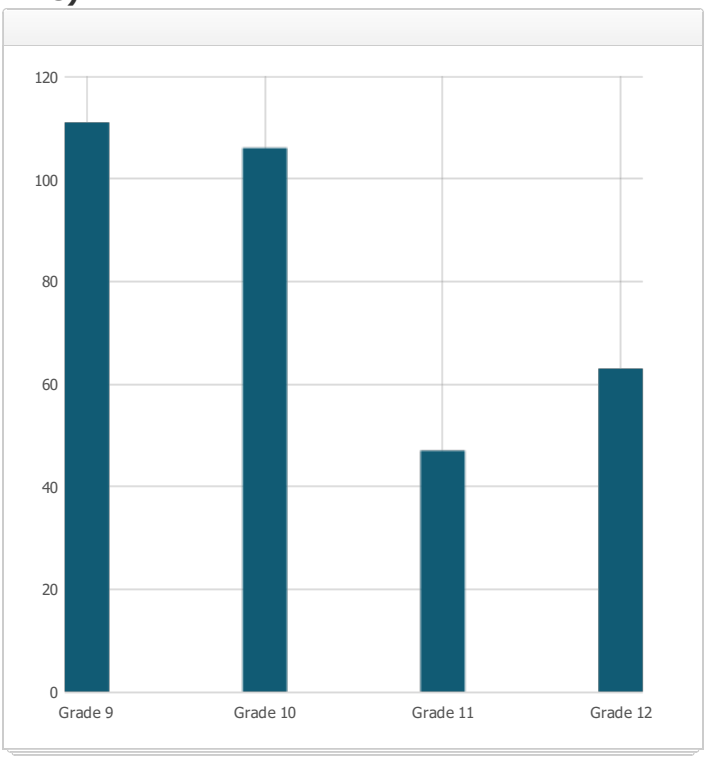
ACE Charter High School exists because there are significant numbers of low-income students and families in our communities who are getting left behind. ACE recruits disengaged, pessimistic
middle school students, and works with them (and their families) until they graduate from ACE Charter High School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

The vast majority of ACE students are low-income Latinos from the highest-need neighborhoods in East San Jose. ACE students mostly come from demographic subgroups that are significantly underrepresented in college: 97% are low-income Latinos, 53% are English Learners, and 23% are students with special needs. In 2016, ACE Charter High School had its first graduating class, and the achievements of these students are strong evidence of the power of the ACE model: 89% met the A-G requirements for admission to a UC or CSU, and 94% are headed off to college, with about half of those students going to University of California/California State University schools such as UC Davis, San Jose State, Chico State and others, and the other half enrolling in local community colleges such as Evergreen and DeAnza. We are proud of 82% of our ACE Graduates persisting in college.

Last updated: 1/30/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	111
Grade 10	106
Grade 11	47
Grade 12	63
Total Enrollment	327



Last updated: 1/16/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	%
Asian	0.6 %
Filipino	0.9 %
Hispanic or Latino	97.6 %
Native Hawaiian or Pacific Islander	%
White	0.6 %
Two or More Races	%
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.4 %
English Learners	52.9 %
Students with Disabilities	21.4 %
Foster Youth	0.3 %

A. Conditions of Learning

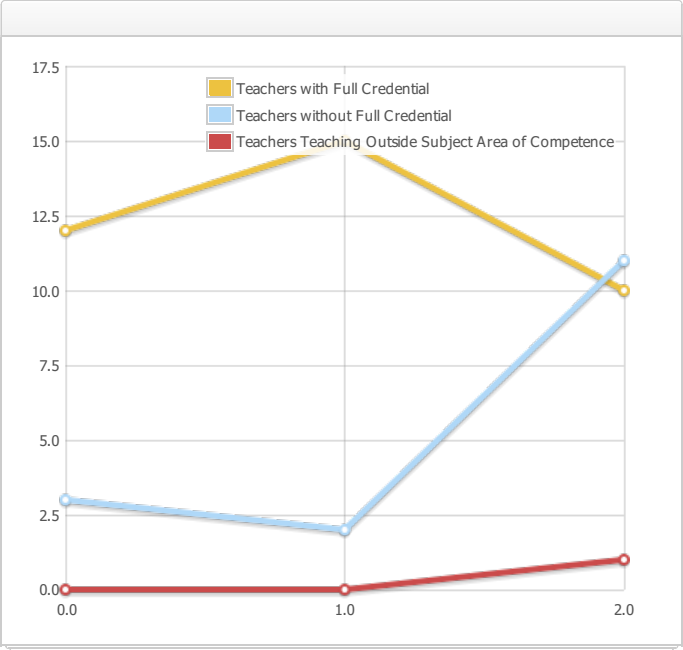
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

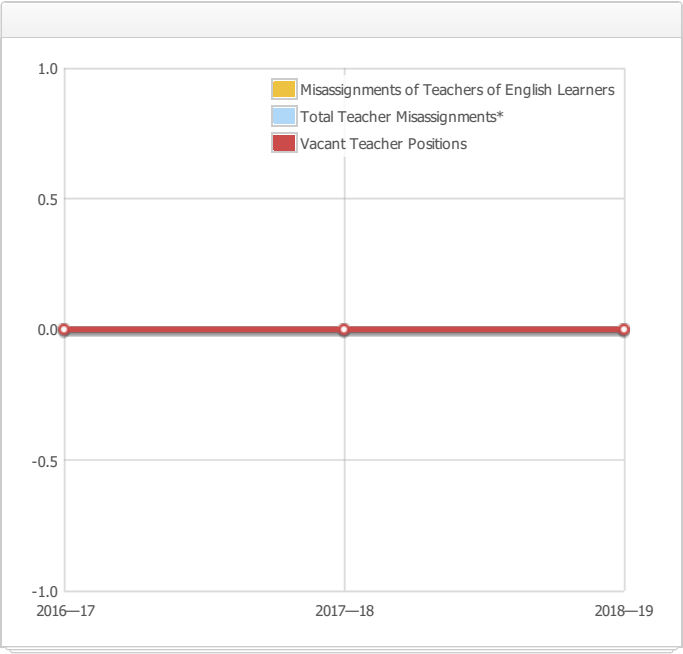
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	15	10	
Without Full Credential	3	2	11	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	



Last updated: 1/23/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/23/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts (Requirement B) The Charter School offers the following English Language Arts courses, in alignment with the CCSS in ELA, the ACT, the State Priorities, and the Mission of the school. Students at the Charter School will complete at least four of the courses with a grade of C or better, in alignment with A-G requirements. Please see Appendix A-8 for examples of Scope and Sequence in ELA. English I English I is a two semester course designed to introduce students to the rigorous study of both literature and non-fiction with a heavy emphasis on writing and grammar. In the first semester, students will exclusively read non-fiction texts about hip-hop, parental monitoring, extreme sports, and stereotypes. Students will also be introduced to the demanding study of ACT grammar. In the second semester, students will begin their study of literature and literary analysis by reading Sherman Alexie's The Absolutely True Diary of a Part-Time Indian as well as various short stories and poems. Prerequisite: None World Literature The purpose of this course is to promote intellectual growth by strengthening students' abilities to read analytically and creatively, by filling in or reinforcing students' knowledge of the outlines of history, and by making students conversant with many major cultural landmarks. By reading various novels from Africa, Asia, Latin America, and Europe, students will develop their sensitivity to cultural diversity through a critical study of selected world masterpieces from ancient civilizations through the Renaissance in their social and philosophical contexts. Prerequisite: None English II This course is designed to implement various ways to communicate complex literary themes and literary tools. Students study texts ranging from classic literature to modern literature, and express their analysis through group discussions, essays, Socratic circles, presentations, speeches and spoken word. Students will write one essay per unit, ranging from narrative essays to in-depth research papers. Students analyze various forms of texts, both fiction and non-fiction. Authors may include but are not limited to: J.D. Salinger, William Golding, Stephen Chbosky, and Shirley Jackson. Prerequisite: English I American Literature This course is designed and devoted to an in-depth study of the American experience as captured in the seminal works of masters of American literature in the last 250 years. Beginning with poetry and stories, students are exposed to the various periods of American literature and the ideas and forces that shaped the writing of those times. Students are challenged to study how various genres of writing and speaking transformed over time and helped shape the American experience. The course focuses on historical as well as literary themes through reading, writing, listening/viewing, and speaking. The analysis, interpretation and appreciation of the myriad aspects of American literature is emphasized throughout the course. By the end of this course students will have developed an intimate familiarity with the American literary scene while using literary criticism to analyze various forms of text. English III As in English I and II, this course focuses on informational texts and expository writing during the first semester and literature and responses to literature during the second semester. The first semester curriculum uses the four California State University Expository Reading and Writing Curriculum modules developed for eleventh grade, which ramp up the level of reading, thinking, and writing students are required to do. In the second semester, students will read old and new classics of American literature, including plays, novels, and poetry, while tackling essential questions surrounding the universality and individuality of the American experience. Students will write longer and more complex essays and a narrative piece on immigration. The texts they read in the second semester are more challenging and complex than those read in 9th and 10th grade, to prepare students for 12th grade, college, and beyond. Prerequisite: English I, English II AP English Literature The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. Prerequisite: English II, ACT Score: 18, Teacher recommendation English IV: CSU Expository Reading and Writing ERWC is a college preparatory, rhetoric-based English language arts course for grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking). Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. Prerequisite: English I, English II, English III.	Yes	0.0 %
Mathematics	Mathematics (Requirement C) The Charter School offers the following Mathematics courses, in alignment with the CCSS in Mathematics and the ACT. Students at the Charter School will complete at least three of the courses with a grade of C or better, in	Yes	0.0 %

alignment with A-G requirements. Please see Appendix A-9 for examples of Scope and Sequence in Math.

Integrated Math I

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

Mathematics Lab

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

Integrated Math II

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

Integrated Math III

Acting as a bridge between Integrated Math II and Calculus, this course addresses many Pre-Calculus concepts. Strands of functions, algebra, and geometry are taken to an advanced level in this course. Functions are explored in depth as students develop facility with inverse functions and function composition. Exponential functions are explored as well as their inverses: logarithms. In geometry, right triangle trigonometry is extended to non-right triangle trigonometry, including applications in physics. Finally, students understand how all functions behave under different transformations, series and sequences are explored and extended to limits, and students determine the roots of rational and polynomial functions, as students prepare for work in Calculus. Prerequisite: Integrated Math I, Integrated Math II

AP Calculus AB

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

Science (Requirement D)

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

Biology

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

Chemistry

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

AP Environmental Science

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

Science		Yes	0.0 %

Science (Requirement D)

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

Biology

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

Chemistry

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

Physics:

	ACE also offers a third science class through Physics. Students learn kinematic motion, electricity, magnetism, the electromagnetic spectrum, heat, radiation and other topics that help them understand the world around them. Students do real world experiments with labs and also solve rigorous word problems using physics notations, symbols, and scripts. Students have hands on learning opportunities to help them learn about difficult physics concepts. AP Environmental Science The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interdepencies of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Upon course completion, students will have an opportunity to take the AP Environmental Science Exam; if students receive a 3 or higher on the AP Test, they can receive college credit for the course. Prerequisites: Biology, Chemistry, Integrated Math II		
History-Social Science	History (Requirement A) The Charter School offers the following History courses, in alignment with the CSS in History-Social Science, the CCSS in ELA for History and Social Science, the State Priorities, and the Mission of the school. Students at the Charter School will complete at least two of the courses with a grade of C or better, in alignment with A-G requirements. World History World History is a year-long required survey course that explores the key events and global historical developments since 1350 A.C.E. that have shaped today's world. The scope of Modern World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. The course will illuminate connections between students' lives and those of their ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information. Prerequisite: None US History This course examines the major turning points in American history beginning with the events leading up to the American Revolution, the origins of the constitution, reform movements, Manifest Destiny, the Civil War and Reconstruction, the impact of the frontier, the changing nature of business and government, World War I, the Great Depression, World War II, the growth of the US as a world power. Contemporary world issues such as globalization, economic interdependence and terrorism will also factor into student analysis of international conflict and cooperation. Current events are integrated into the curriculum on a daily basis so that students can see modern connections between past and present. The course seeks to enhance student understanding of history and make students more civic-minded and conscientious citizens. Prerequisites: World History American Government This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework; federalism; the three branches of government; civil rights and liberties; political participation and behavior; and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. Basic concepts of state and local government and their relationships with the federal government are also examined. The American Government course is also taught primarily through Document Based Activities, which teach students how to source, contextualize, support, and develop ideas that help shape arguments within America's current political discourse. Prerequisite: US History, World History Economics Economics is a semester long course where students learn how the American economy functions and connect it to issues that they see in their everyday life. With a strong focus on fiscal and monetary policy, the Economics curriculum has students delving deep into how the Federal Reserve monitors and impacts borrowing and lending rates. Consequently, the course also has in-depth units about financial literacy and sustainability to ensure that students understand how money works and can plan for a sustainable and secure future. Prerequisite: US History, World History Ethnic Studies The Ethnic Studies class is a senior elective that allows students to better understand their place in the world and carve out their own path. This course focuses on a deep understanding of cultural origins, and deals with various stereotypes that students may face in the future. The course also helps students understand systemic and racist issues that have given rise to inequity in the communities that students live; furthermore, the course gives students tools to deal with self-doubt, stereotype threat, and self-identity development. Prerequisite: US History, World History, on track for all UC/CSU courses. AP World History Students in AP World History will investigate and develop an understanding of history from roughly 10,000 BCE to the present. Students will cover themes such as: human interaction with the natural world, birth of culture and civilization, geography, expansion, nation building, industrialization, class and international conflicts (with an emphasis on the world economy) leading up to the world wars. Students will learn how to employ methods used by professional historians in order to understand and develop their own historical past. By analyzing documents (primary and secondary sources), students will be able to develop arguments and make connections between significant historical periods that shape the world today. Prerequisites: World History, ACT Reading Score: 16, Lexile Level: 900L AP US History The AP US History class is an in depth understanding of history through a filter of essential questions that span the formation of the United States of America until modern times. The class is primarily taught through the lens of Document Based Questions, where students analyze different primary sources to determine perspective, opinion, bias, and context. Upon passing the AP Exam with a 3 or higher, students can get college credit and can be exempt from requirements. Prerequisites: ACT Reading Score: 18, Student must be 11th or 12th grade student.	Yes	0.0 %
Foreign Language	Spanish I Spanish I is an introductory Spanish course for students that have little or no formal education in written on verbal	Yes	0.0 %

	Spanish. Students here will learn the conjugation of verbs in various present and past tense, and will develop their vocabulary in practical, conversational Spanish. Students are expected to read basic Spanish stories and improve their writing over the course. Prerequisite: None Spanish II Spanish II offers a deeper dive into the language as students learn more sophisticated tenses and are able to build on their literary and analytical skills in Spanish. Students will read informational text along with figurative fiction with complex vocabulary to help develop a deeper and more nuanced understanding of the language. This class is based on discussion driven learning, and students will be expected to read articles at home, having prepared written responses ready for discussion. Prerequisite: Spanish I or passing score on Spanish placement exam. AP Spanish Language The AP Spanish course offers students the ability to delve deep into Spanish, and express thoughts and ideas for their own purpose. Through this course, students will access a variety of perspectives and knowledge that are only available through language and culture. Students will analyze poetry, short stories, novels, articles, and informative text pieces of renowned authors from Mexico, Latin America, Spain, and the United States. Students will be required to analyze		
Health			0.0 %
Visual and Performing Arts	Visual and Performing Art (Requirement F) The Charter School offers the following Visual and Performing Arts courses, in alignment with the CSS in Visual and Performing Arts. Students at the Charter School will complete at least one of the courses with a grade of C or better, in alignment with A-G requirements. Digital Media This course will be offered for incoming 9th graders to build a foundation for future classes that will require basic technical knowledge. The Digital Media curriculum allows students to develop their artistic style and apply it in practical settings by developing student proficiency in various platforms such as Microsoft Word, Google Documents, email, and Adobe Photoshop digital editing software. Students will learn many techniques that graphic designers and illustrators use in the business world, and implement them in various skill-based assessments. Students will learn how to make banners, posters, business cards, and other commercial items, and will also learn the aesthetics of design, photo editing, and balance. Prerequisite: None Art Spectrum This secondary Art course allow students to further deepen their understanding of the principles of design and elements of art. Students will primarily focus on two-dimensional drawing in this class, as well as basic three-dimensional media, like clay, wire and papier mache. Students will explore pattern, contrast, emphasis, balance, proportion, scale, and rhythm in art. While focusing on textures, perspectives, color, space, and value, students will determine what makes art beautiful, and then develop their own skill as artists. Prerequisite: Digital Media (Digital Arts) Advanced Media This art class is the third installment of art at the High School. Students build upon their previous knowledge from Art Spectrum/Studio Art II or 3D to focus on exploring a variety of media and techniques. The design process is used to help students solve a wide range of visual problems based on artistic careers, such as Illustrator, Graphic Designer and Photographer. Students will use the “Elements of Art” and “Principles of Design” to improve, revise, and reflect upon their creations. Prerequisites: Digital Media (Digital Arts) & Art Spectrum (Studio Art I & II/3D Art). AP Studio Art: 2-D Design The AP Studio Art class is designed for seniors that are interested in a serious, practical experience of art. The AP Studio Art exam is not a written exam; instead, students submit portfolios to be evaluated at the end of the year. Students are expected to produce 24 pieces of art across the year that show their mastery and skill in the Elements of Art and Principles of Design. The course encourages students to develop a creative and systemic investigation of formal and conceptual issues in art, and helps them develop and investigate their own artistic voice and process. Prerequisites: Digital Media, Art Spectrum (Studio Art I & II) & Advanced Media (Studio Art II/3D Art). Students who took AP in their junior year, may repeat senior year. Theatre: For the 2018-19 year, ACE offers a performing arts class through Theatre for all 9th graders. Students learn how stage and drama works, read different plays and activities, and work to improve their public speaking, tone, voice inflection, and acting skills	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/30/2019

School Facility Conditions and Planned Improvements

In August of 2014, ACE Charter High School moved to a new location and is now co-located at Independance High School at 1776 Educational Park Drive in San Jose. Amidst a 103 acre urban campus, ACE Charter High School occupies the following space:

-14 modular classrooms including 2 rooms designated for Science Labs

-1 College Access Center and resource tutoring room

-140 computers (1 computer for every 2 students)

-Shared outdoor recreation and eating area

-Shared gymnasium meeting spaces

-1 main office and 3 administrative office

The core values of ACE Charter High are respect, pride, and ganas. These values are described and measured on a comprehensive School Culture Audit, which is completed four times a year with specific sections designated to a safe and clean campus. The school community is actively involved in compiling data for this audit. When parents and guests visit the school they are provided with a list of items to look out for and as they walk around from class to class, they observe and critique how we are doing as a school. This information is then shared with staff and used to create new goals that will drive our continuous improvement.

The facility is adequately maintained, and no repairs are currently needed at the site. When needed, maintenance is scheduled in conjunction with the school site's maintenance workers through a work order request.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Good

Last updated: 1/30/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	49.0%	63.0%	59.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	15.0%	39.0%	38.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/16/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	41	95.35%	48.78%
Male	25	24	96.00%	50.00%
Female	18	17	94.44%	47.06%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	41	39	95.12%	46.15%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	39	37	94.87%	48.65%
English Learners	26	24	92.31%	29.17%
Students with Disabilities	11	--	90.91%	20.00%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	41	95.35%	14.63%
Male	25	24	96.00%	16.67%
Female	18	17	94.44%	11.76%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	41	39	95.12%	15.38%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	39	37	94.87%	16.22%
English Learners	26	24	92.31%	4.17%
Students with Disabilities	11	--	90.91%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/16/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	23.6%	21.3%	11.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

The Charter School works constantly to bridge the gap between school and home, by working closely with families to support student learning. At the Charter School, learning best occurs when teachers, students and the community are equally invested in the goal of college for all. This commitment is the necessary context for any academic program that succeeds in propelling at-risk students to success in school.
While the Charter School has the parent participation structures typical at most schools (Student-Led Parent-Teacher conferences, Parent Committees, Open House, etc.), more important are the opportunities for parents to take leadership and demonstrate their commitment to the school's shared values. This is especially apparent in the Charter School's Parent Leadership program where parents collaborate with school leaders to help determine better ways to achieve goals that affect their children. Parents receive training and support in developing and leading a Parent Leadership Council which takes part in all key schoolwide initiatives, especially such efforts as developing and reviewing the Charter School LCAP and participating in bi-annual audits of the school program. Families also take a leadership role in the following:
? Yearly community exhibitions of student work, with school staff, families and community members using school-developed rubrics to assess student work
? Home visits by teachers and school leaders to develop closer connections with families of struggling students
? Monthly Cafecitos, where the school informs families on current initiatives and solicits input, as well as provides a forum for discussing ways to further help the school
? Regular evening College Readiness classes to encourage families and students to commit to the multi-step process of preparing academically, emotionally, and financially for college success
? Communication process which involves school-family meetings and student behavior contracts that involve the family in finding solutions to behavior, attendance, and attitude problems, as well as regular teacher communication to families to keep them abreast of student successes and problems
? Participation in the Individual Education Program ("IEP") or Section 504 Plan development and review process in which student achievement data is examined, goals are established, and interventions are outlined.
According to the Charter School's academic philosophy, learning best occurs when teachers, students and the community are equally invested in the school's goal that every student will graduate college-ready. This commitment is the necessary context for any academic program that succeeds in propelling underserved students to success in high school and college.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

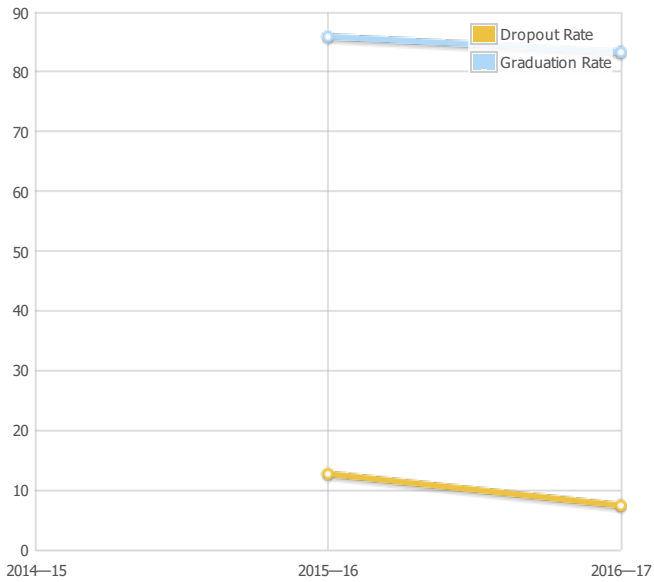
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	12.7%	11.7%	10.0%	10.7%	9.7%
Graduation Rate	--	85.9%	83.0%	85.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	7.4%	20.5%	9.1%
Graduation Rate	83.3%	71.5%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/16/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	76.7%	84.1%	88.7%
Black or African American	0.0%	75.3%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	95.0%	94.9%
Filipino	0.0%	92.2%	93.5%
Hispanic or Latino	76.7%	76.3%	86.5%
Native Hawaiian or Pacific Islander	0.0%	67.7%	88.6%
White	0.0%	92.7%	92.1%
Two or More Races	0.0%	89.2%	91.2%
Socioeconomically Disadvantaged	79.3%	83.8%	88.6%
English Learners	60.0%	62.3%	56.7%
Students with Disabilities	50.0%	62.0%	67.1%
Foster Youth	0.0%	59.3%	74.1%

State Priority: School Climate

Last updated: 1/16/2019

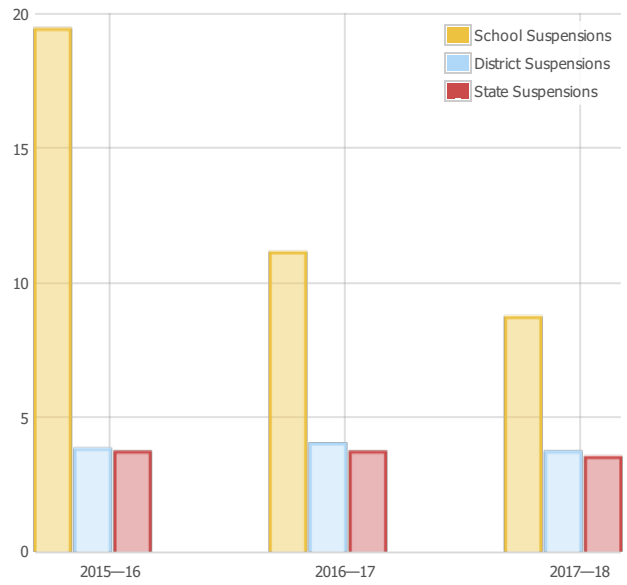
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

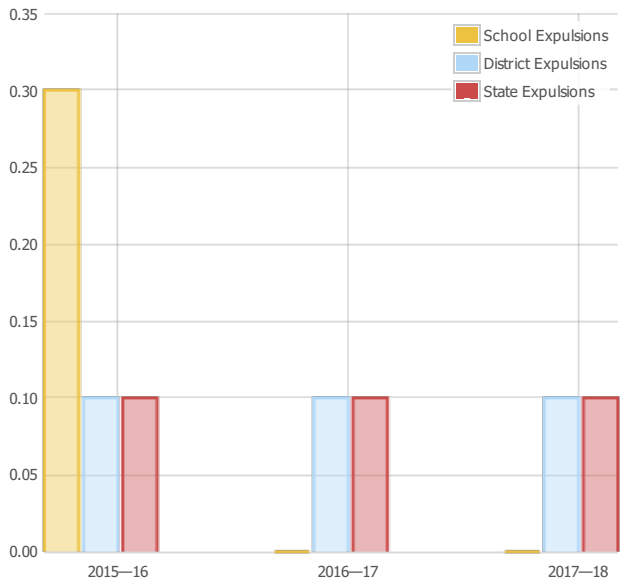
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	19.4%	11.1%	8.7%	3.8%	4.0%	3.7%	3.7%	3.7%	3.5%
Expulsions	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 1/16/2019

School Safety Plan (School Year 2018—19)

The ACE network of Charter Schools maintains a comprehensive School Safety Plan template, which has been adapted to fit ACE High School's specific safety needs. This Plan is maintained and updated on a regular basis. This plan was last reviewed in August 2015 and all faculty received a revised copy at the summer in-service, where any modifications were discussed. Key elements of the plan include: responding to emergency situations including fires, earthquakes and school lockdowns; site evacuation plans; employee and student health policies; and a description of all federal and state requirements. A copy of the ACE High School School Safety Plan is located in the main office during the school year, and briefings are held with staff members on school safety. Fire and evacuation drills are regularly conducted during the school year.

Last updated: 1/30/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	7	9	1
Mathematics	21.0	9	4	
Science	22.0	5	5	
Social Science	21.0	8	6	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	6	15	1
Mathematics	25.0	3	4	1
Science	25.0	3	6	1
Social Science	22.0	5	8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	7	13	3
Mathematics	24.0	5	8	1
Science	27.0		10	
Social Science	30.0		5	4

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/16/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	3.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12061.0	$1099.0	$10962.0	$62281.0
District	N/A	N/A	--	$89332.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	$85815.0
Percent Difference – School Site and State	N/A	N/A	53.0%	-37.0%

Note: Cells with N/A values do not require data.

Last updated: 1/30/2019

Types of Services Funded (Fiscal Year 2017—18)

ACE uses Federal funds to provide extended day academic intervention programs. These targeted assistance programs are staffed by teachers and tutors.

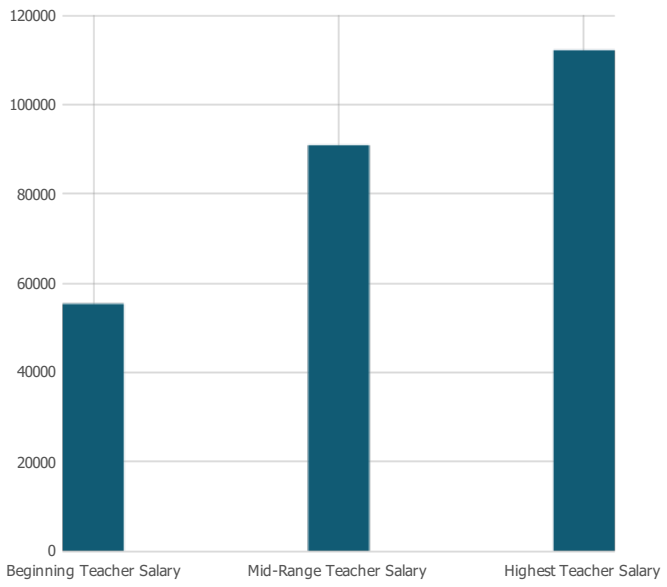
Last updated: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

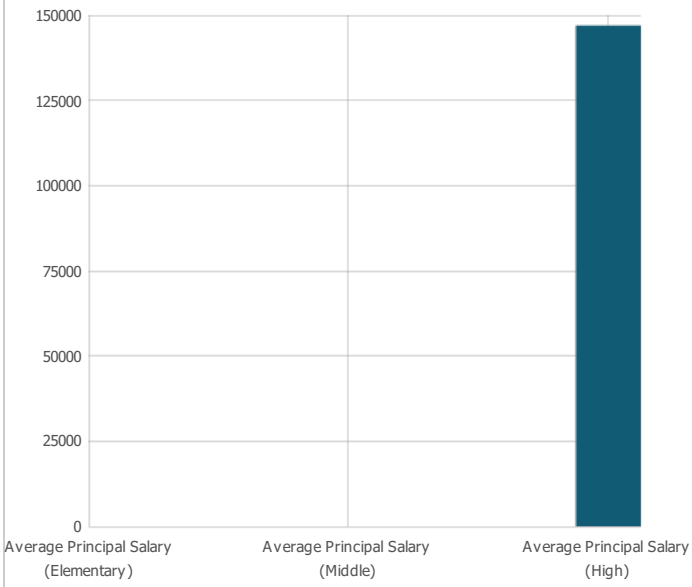
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55,349	$50,747
Mid-Range Teacher Salary	$90,881	$86,127
Highest Teacher Salary	$112,154	$106,915
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	$136,636
Average Principal Salary (High)	$146,943	$150,286
Superintendent Salary	$286,275	$238,058
Percent of Budget for Teacher Salaries	34.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/30/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	3	13.5%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/16/2019

Professional Development

The Charter School teachers helps students reach the school's ambitious academic goals with instructional practices that are precisely designed to help students master state and college-ready standards, and varied to meet student needs and interests. The professional development program at the Charter School is specifically designed to support the school's intensive focus on developing the literacy and math skills necessary for college success, as well as helping students develop the personal values and habits of work and mind they need to succeed in college.
Professional development at the Charter School includes training, models, support from peers and outside coaches, and time to develop and refine curriculum and teaching practices. The school supports teachers in their effort to master their craft by providing consistent feedback on and encouraging thoughtful assessment of their teaching practice. The school will provide teachers with the training and time necessary to implement the improvements identified as necessary for increased student success. Some key elements of the staff development program at the Charter School include:
? Development of a college-going culture and college-ready skills and behaviors
? Understanding the CCSS, NGSS, CSS, and ACT College Readiness Standards
? Developing standards-aligned and standards-based curriculum and assessments
? Utilizing data-driven instruction
? Developing shared pedagogical strategies, as well as those specific to the discipline
? Integrating ELD standards into course curricula
? Implementing the schoolwide literacy program, with a focus on reading and writing strategies in the content areas that are focused on the development of college-ready skills
? Differentiating instruction to meet varied student needs, especially those of students who are ELL and students with Special Needs
School leaders will also receive on-going coaching in overall school development, instructional leadership, and management.

Last updated: 1/30/2019