

**ACE Charter High**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	1776 Educational Park Dr. San Jose, CA , 95133-1703	<b>Principal:</b>	Mr. Raymond Andrade, Principal
<b>Phone:</b>	(408) 251-1362	<b>Grade Span:</b>	9-12

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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Mr. Raymond Andrade, Principal

Principal, ACE Charter High

#### About Our School

"ACE High School trabaja con familias y comunidades en los vecindarios de mayor necesidad para crear y mantener escuelas intermedias y secundarias donde los estudiantes que han sido dejados atrás por el sistema escolar tradicional crezcan para estar listos, cuando terminen la escuela secundaria, para elegir asistir y graduarse de un colegio o universidad de cuatro años".

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

#### Contact

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

Phone: (408) 251-1362

Email: [ace\\_hs@acecharter.org](mailto:ace_hs@acecharter.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	East Side Union High
<b>Phone Number</b>	(408) 347-5000
<b>Superintendent</b>	Vander Zee, Glenn
<b>Email Address</b>	<a href="mailto:vanderzeeg@esuhsd.org">vanderzeeg@esuhsd.org</a>
<b>Website</b>	<a href="http://www.esuhsd.org">www.esuhsd.org</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	ACE Charter High
<b>Street</b>	1776 Educational Park Dr.
<b>City, State, Zip</b>	San Jose, CA , 95133-1703
<b>Phone Number</b>	(408) 251-1362
<b>Principal</b>	Mr. Raymond Andrade, Principal
<b>Email Address</b>	<a href="mailto:ace_hs@acecharter.org">ace_hs@acecharter.org</a>
<b>Website</b>	<a href="http://www.acecharter.org">http://www.acecharter.org</a>
<b>County-District-School (CDS) Code</b>	43694270125617

Last updated: 1/16/22

### School Description and Mission Statement (School Year 2021—2022)

**ESPAÑOL** ACE existe porque hay un número significativo de estudiantes y familias en San East Jose que están luchando. ACE es una escuela que recluta a los estudiantes más desinteresados y trabaja con ellos (y sus familias) hasta que logran las habilidades y el optimismo personal y la confianza para tener éxito en la escuela y en la vida. Este esfuerzo está codificado con la misión ACE. Este optimismo significa que los maestros y el personal de ACE creen que los niños y las familias que no solo están subrepresentados demográficamente en la universidad, sino que tienen una gran variedad de obstáculos entre ellos y el éxito académico, pueden prosperar en la escuela. El enfoque de ACE en construir relaciones y ayudar a todos los estudiantes a ver el potencial dentro de sí mismos impregna todos los aspectos del programa académico, la capacitación del personal y el trabajo de participación de los padres.

El lema de ACE es Grow, Everyone, Every Day, y el lema es la expresión de la escuela de su expectativa y creencia de que todos, no solo aquellos que estadísticamente tienen más probabilidades de tener éxito, tienen la capacidad de crecer y prosperar. Todo el trabajo en ACE se basa en un profundo optimismo acerca de los niños, las familias y los vecindarios. El programa cultural y académico de ACE se centra en una celebración constante y auténtica del progreso incremental, tanto en la demostración personal de los valores escolares y comunitarios de los estudiantes como en su rápido crecimiento académico. En ACE, los estudiantes desarrollan un sentido sólido y fundamental de que sus fallas serán notadas y abordadas, y que sus éxitos serán reconocidos y recompensados.

El elemento clave del modelo académico en ACE es un equilibrio entre un riguroso trabajo de curso basado en estándares y un sistema de apoyo académico y personal adaptado a las necesidades de cada estudiante individual. Este sistema de apoyo tiene en cuenta los desafíos que enfrentan los estudiantes que están aprendiendo inglés, experimentan una discapacidad, son de razas y etnias tradicionalmente marginadas, y que necesitan crecer rápidamente para volver a alcanzar el nivel de competencia y la confianza personal. ACE asegura que los estudiantes que tienen dificultades adquieran las habilidades y la voluntad para tener éxito en la universidad y más allá. Los estudiantes sobresalen en un sistema educativo equitativo que los equipa para tomar decisiones transformadoras para sus familias y nuestras comunidades.

- Creemos que cada estudiante tiene la capacidad ilimitada de prosperar
- Asumimos la responsabilidad del éxito de los estudiantes
- Celebramos el crecimiento
- Creemos que las relaciones sólidas conducen al éxito de los estudiantes.

**ENGLISH** ACE exists because there are significant numbers of students and families in San East Jose who are struggling. ACE is a school that recruits the most disengaged students, and works with them (and their families) until they achieve the skills and personal optimism and confidence to succeed in school and life. This effort is codified with the ACE mission. This optimism means that teachers and staff at ACE believe that children and families who are not only demographically underrepresented in college, but have a whole array of obstacles between them and academic success, can thrive in school. ACE's focus on building relationships and helping all students see the potential within themselves permeates every aspect of the academic program, staff training, and parent engagement work.

ACE's motto is Grow, Everyone, Every Day, and the motto is the school's expression of its expectation and belief that everyone — not only those who are statistically more likely to succeed — has the capacity to grow and thrive. All work at ACE is founded on a profoundly felt optimism about children, families, and neighborhoods. The ACE culture and academic program is focused on a constant, authentic celebration of incremental progress, both in students' personal demonstration of school and community values as well as their rapid academic growth. At ACE, students develop a fundamental, sturdy sense that their failures will be noticed and addressed, and that their successes will be recognized and rewarded.

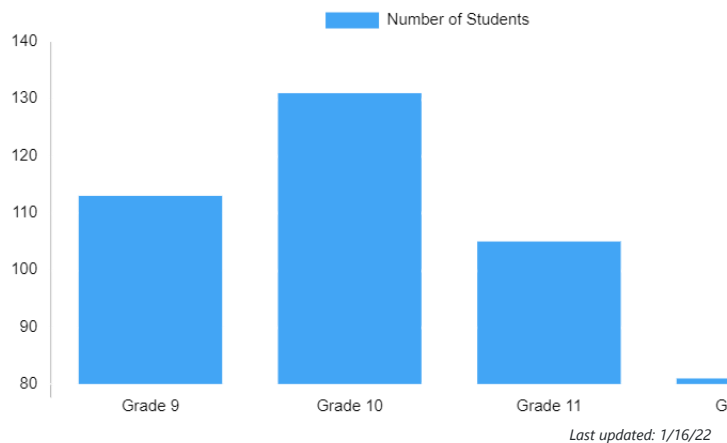
The key element of the academic model at ACE is a balance between rigorous standards-based course work and a system of academic and personal support tailored to the needs of each individual student. This support system takes into account the challenges faced by students who are English Learners, experiencing disability, are from traditionally marginalized races and ethnicities, and who need to grow rapidly in order to work their way back toward grade-level proficiency and personal confidence. ACE ensures students who are struggling gain the skills and will to succeed in college and beyond. Students excel in an equitable educational system that equips them to make transformative choices for their families and our communities.

- We believe every student has the boundless capacity to thrive
- We take responsibility for student success
- We celebrate growth
- We believe strong relationships lead to student success

*Last updated: 1/16/22*

**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 9	113
Grade 10	131
Grade 11	105
Grade 12	81
Total Enrollment	430



**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Percent of Total Enrollment
Female	42.60%
Male	57.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	0.50%
Black or African American	0.50%
Filipino	0.90%
Hispanic or Latino	96.70%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.20%
White	0.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	54.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	83.70%
Students with Disabilities	22.30%

## 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

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: July 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"English Language Arts (Requirement B)</p> <p>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.</p> <p>English I</p> <p>English I 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.</p> <p>English II</p> <p>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.</p> <p>English III</p> <p>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.</p> <p>AP Seminar</p> <p>AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses.</p> <p>English IV: CSU Expository Reading and Writing</p> <p>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. "</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>"Mathematics (Requirement C)</p> <p>The Charter School offers the following Mathematics courses, in alignment with the CCSS in Mathematics and the ACT. Students at the Charter School will complete at least three of the courses with a grade of C or better, in alignment with A-G requirements. Please see Appendix A-9 for examples of Scope and Sequence in Math.</p> <p><b>Integrated Math I</b></p> <p>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.</p> <p><b>Mathematics Lab</b></p> <p>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.</p> <p><b>Integrated Math II</b></p> <p>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.</p> <p><b>Integrated Math III</b></p> <p>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.</p> <p><b>AP Calculus AB</b></p> <p>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.</p>	Yes	0%
Science	<p>"Science (Requirement D)</p> <p>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.</p> <p><b>Biology</b></p> <p>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.</p> <p><b>Chemistry</b></p> <p>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.</p> <p><b>AP Biology</b></p> <p>Study the core scientific principles, theories, and processes that govern living organisms and biological systems. Hands-on laboratory work to investigate natural phenomena.</p> <p><b>Anatomy and Physiology</b></p> <p>Students explore the relationship between structure and function of the human body. We will cover the basic organization of the body, biochemical composition, and body systems. We will also learn about varied diseases on certain systems. Students perform hands-on labs, model body systems, complete dissections, participate in group activities, and work on student directed projects. "</p>	Yes	0%



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>"History (Requirement A)</p> <p>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.</p> <p><b>World History</b></p> <p>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 &amp; law, military conflict, literature &amp; 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.</p> <p><b>US History</b></p> <p>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.</p> <p><b>American Government</b></p> <p>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.</p> <p><b>Economics</b></p> <p>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.</p> <p><b>Ethnic Studies</b></p> <p>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.</p> <p><b>AP World History</b></p> <p>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.</p> <p><b>AP US History</b></p> <p>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.</p> <p>"</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	<p>"Spanish I Spanish I is an introductory Spanish course for students that have little or no formal education in written or verbal Spanish. Students here will learn the conjugation of verbs in various present and past tense, and will develop their vocabulary in practical, conversational Spanish. Students are expected to read basic Spanish stories and improve their writing over the course.</p> <p>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.</p> <p>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"</p>	Yes	0%
Health	<p>Physical Education and Health All students engage in a physical education and health class designed to support students in their ability to develop a combination of transferable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. The <a href="#">California K-12 Physical Education Framework</a> guides lesson development and implementation.</p>	Yes	0%
Visual and Performing Arts	<p>"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.</p> <p>Studio Art Studio Art is designed to provide a foundation for advanced courses and satisfies the F Requirement. Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, two &amp; three-dimensional design, and digital art. Student artwork will reflect aesthetics &amp; cultural and historical contexts.</p>	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/16/22

**School Facility Conditions and Planned Improvements**

ACE High School is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, ACE has thoroughly reviewed and updated the school's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

This emergency preparedness plan for ACE has been written in compliance with California Education Code, Title V Education, and Section 560, which requires all public schools to have a written disaster preparedness plan. This plan is to be reviewed annually. This plan was developed in cooperation with Federal and State guidelines and with teacher assistance.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of ACE is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency. California law declares that all public employees are "civil defense workers subject to such civilian defense activities as may be assigned to them by their supervisors or by law."

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan was developed with this in mind. The ACE High School Safety plan is included for public reference. ACE Empower invites the public to view our website to read the [Inspire Safety Plan](#).

*Last updated: 1/16/22*

**School Facility Good Repair Status**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2021

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

**Overall Facility Rate**

Year and month of the most recent FIT report: July 2021

Overall Rating	Good
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*Last updated: 1/16/22*

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**  
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** 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 taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/16/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	NT	NT	NT	NT
Female	43	NT	NT	NT	NT
Male	61	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	101	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	54	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/16/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	NT	NT	NT	NT
Female	43	NT	NT	NT	NT
Male	61	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	101	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	54	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/16/22

## Local Assessment Test Results in ELA by Student Group

Assessment Name(s): Renaissance Summative Diagnostic

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	105	65	62	38	60
Female	42	31	73	27	32
Male	63	34	54	46	41
American Indian or Alaska Native	0	0	0	0	0
Asian	2	0	0	0	0
Black or African American	1	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	102	62	61	39	35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	55	30	55	45	20
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	53	61	39	40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	8	50	50	0

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/17/22

**Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/17/22*



**Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s): Renaissance Summative Math Assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	105	61	58	42	43
Female	42	29	69	31	40
Male	63	51	32	49	43
American Indian or Alaska Native	0	0	0	0	0
Asian	1	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	102	58	57	43	38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	55	29	53	47	20
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	51	59	41	43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	8	50	50	0

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/17/22

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	84.52%

Last updated: 1/17/22

**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

## 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 2021-2022)

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

the school's close and transparent relationship with families. While the Charter School has the parent participation structures typical at most schools (Student-Led Parent-Teacher conferences, Parent Committees, Open House, etc.), there are additional school-family joint efforts that are critical to the school's success, including:

A Parent Leadership program where parents collaborate with school leaders to help determine better ways to achieve goals that affect their children, including through the LCAP process and LEA plan development.

- The Parent Leadership Council, similar to other school's School Site Council, will be seen as an advisory group.
- A reserved seat on the ACE Board of Directors for a Parent Representative.
- Monthly Coffee with the Principal (Cafecito) where families and community members can talk to school leaders and ask questions or voice concerns.
- Regular evening Community Meetings and gatherings where teachers and school leaders develop closer connections with families of struggling students.
- Regular evening Workshops to encourage families and students to commit to the multi-step process of preparing for college success.
- Regular teacher communication to families (letters and phone calls) to keep families abreast of student successes and challenges.

In addition, for so long as there are more than 21 ELLs in attendance, as is current practice, the Charter School will have an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the school's ELAC, with parents of ELLs comprising at least the same percentage of the ELAC membership as ELLs constitute of the Charter

School's total student population. The ELAC will advise the Executive Director, Principal, and staff on programs and services for English learners, advise the School Leadership on the development of the LCAP, develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

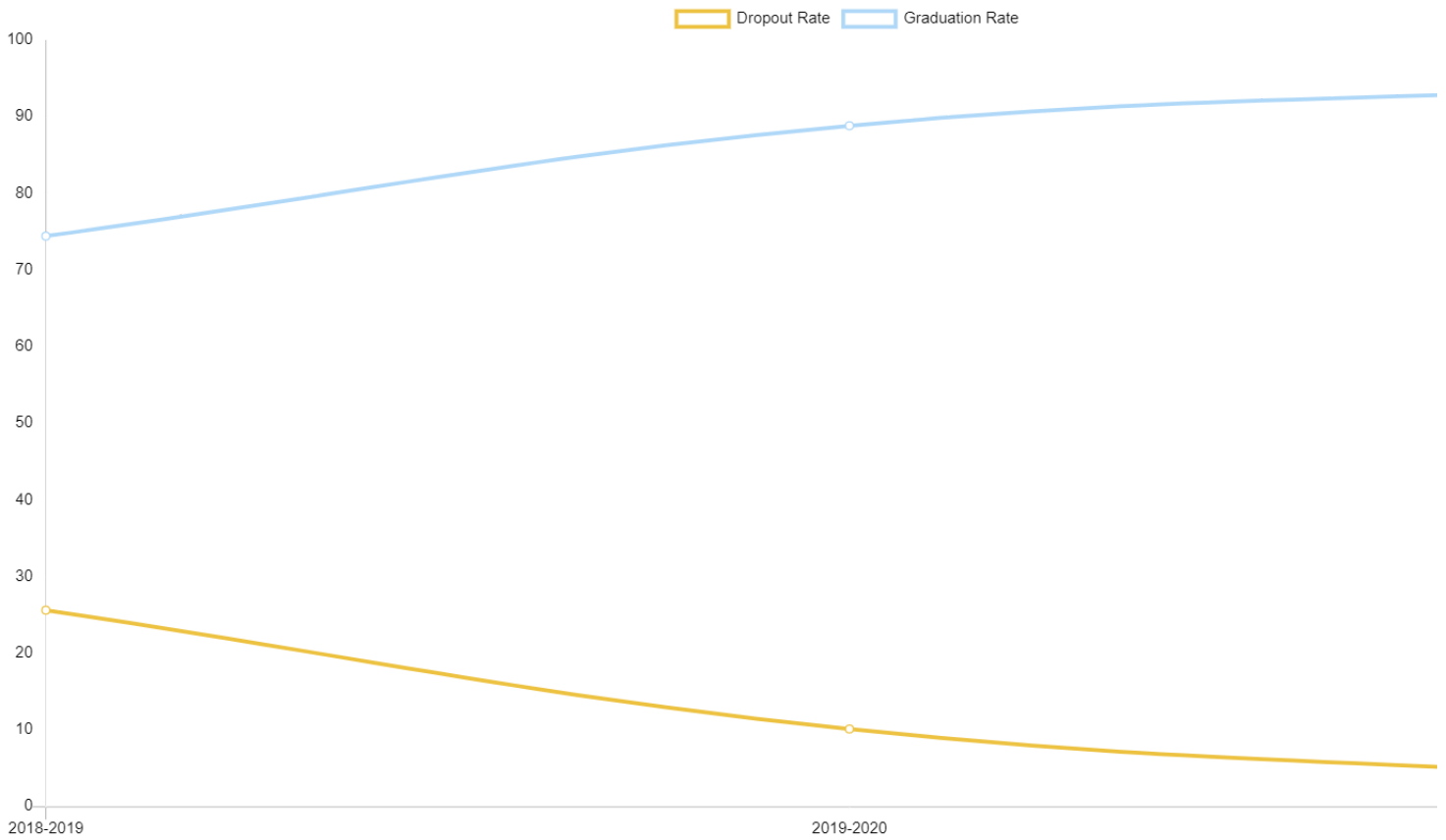
### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	25.60%	10.10%	3.70%	15.60%	14.50%	14.00%	9.00%	8.90%	9.40%
Graduation Rate	74.40%	88.80%	93.90%	77.50%	78.40%	77.20%	84.50%	84.20%	83.60%



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	82	77	93.9
Female	38	35	92.1
Male	44	42	95.5
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	95.5
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	--
Hispanic or Latino	79	74	93.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	46	44	95.7
Foster Youth	0	0	0.0
Homeless	0	0	--
Socioeconomically Disadvantaged	82	77	93.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	17	16	94.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated:*

**Chronic Absenteeism by Student Group**  
 (School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	440	436	234	53.7
Female	187	185	94	50.8
Male	253	251	140	55.8
American Indian or Alaska Native	2	2	0	55.8
Asian	2	2	1	50.0
Black or African American	2	2	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	426	422	231	54.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	1	1	0	0.0
White	2	2	1	50.0
English Learners	237	236	142	60.2
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	375	372	198	53.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	97	63	64.9

*Last updated:*

## State Priority: School Climate

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	15.93%	0.00%	3.37%	0.03%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.05%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	9.77%	2.87%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

*Last updated: 1/16/22*

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

**School Safety Plan (School Year 2021-2022)**

ACE Charter School is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, ACE has thoroughly reviewed and updated the school's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters. This emergency preparedness plan for ACE has been written in compliance with California Education Code, Title V Education, and Section 560, which requires all public schools to have a written disaster preparedness plan. This plan is to be reviewed annually. This plan was developed in cooperation with Federal and State guidelines and with teacher assistance.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of ACE is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency. California law declares that all public employees are "civil defense workers subject to such civilian defense activities as may be assigned to them by their supervisors or by law."

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan was developed with this in mind. The ACE Inspire school safety plan is included for public reference. ACE Empower invites the public to view our website to read the [ACE High School Safety Plan](#).

Last updated: 1/16/22



## 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 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	28.00	4	20	1
Math	26.00	4	8	2
Science	28.00		14	1
Social Science	31.00	1	7	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 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00	3	15	1
Math	27.00	4	11	
Science	30.00	1	11	3
Social Science	26.00	7	9	3

\* 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 2020—2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	14	12	1
Math	23.00	20	5	
Science	24.00	7	9	3
Social Science	23.00	14	6	5

*Last updated: 1/16/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 1/1/00

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	1.50

Last updated: 1/1/00

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12852.00	--	\$9481.00	\$64423.00
District	N/A	N/A	--	\$98287.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$92222.00
Percent Difference – School Site and State	N/A	N/A	9.00%	20.00%

Last updated: 1/16/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

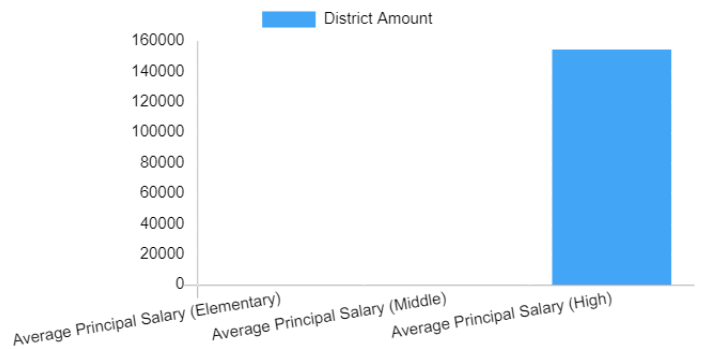
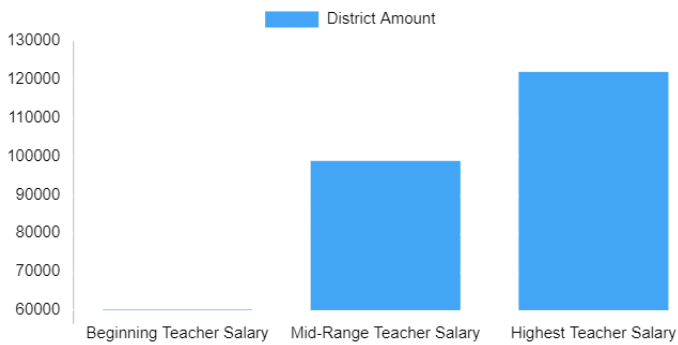
ACE Inspire utilizes funds to provide an after school program, interventions and professional development for staff and leadership to lead academic and ELD support programs during in the school year.

*Last updated: 1/16/22*

**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60185.00	\$54687.00
Mid-Range Teacher Salary	\$98823.00	\$92222.00
Highest Teacher Salary	\$121954.00	\$114208.00
Average Principal Salary (Elementary)	\$0.00	\$143647.00
Average Principal Salary (Middle)	\$0.00	\$145785.00
Average Principal Salary (High)	\$154344.00	--
Superintendent Salary	\$293091.00	\$258950.00
Percent of Budget for Teacher Salaries	34.00%	32.00%
Percent of Budget for Administrative Salaries	3.00%	5.00%

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



*Last updated:*

**Advanced Placement (AP) Courses (School Year 2020—2021)****Percent of Students in AP Courses** 35.80%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	6
Social Science	2
Total AP Courses Offered*	11.00%

Last updated: 1/16/22

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	51