



[SARC Home](#) » ACE Charter High

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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).

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.

Raymond Andrade, Administrator

- Principal, ACE Charter High

About Our School

Contact

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

Phone: 408-460-5154

Email: ace_hs@acecharter.org

About This School

Contact Information (School Year 2020–2021)

| District Contact Information (School Year 2020–2021) | |
|--|--|
| District Name | East Side Union High |
| Phone Number | (408) 347-5000 |
| Superintendent | Chris Funk |
| Email Address | funkc@esuhsd.org |
| Website | www.esuhsd.org |

| School Contact Information (School Year 2020–2021) | |
|--|------------------|
| School Name | ACE Charter High |

| | |
|--|--|
| Street | 1776 Educational Park Dr. |
| City, State, Zip | San Jose, Ca, 95133-1703 |
| Phone Number | 408-460-5154 |
| Principal | Raymond Andrade, Administrator |
| Email Address | ace_hs@acecharter.org |
| Website | www.acecharter.org |
| County-District-School (CDS) Code | 43694270125617 |

Last updated: 1/27/2021

School Description and Mission Statement (School Year 2020–2021)

ACE Charter School 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.

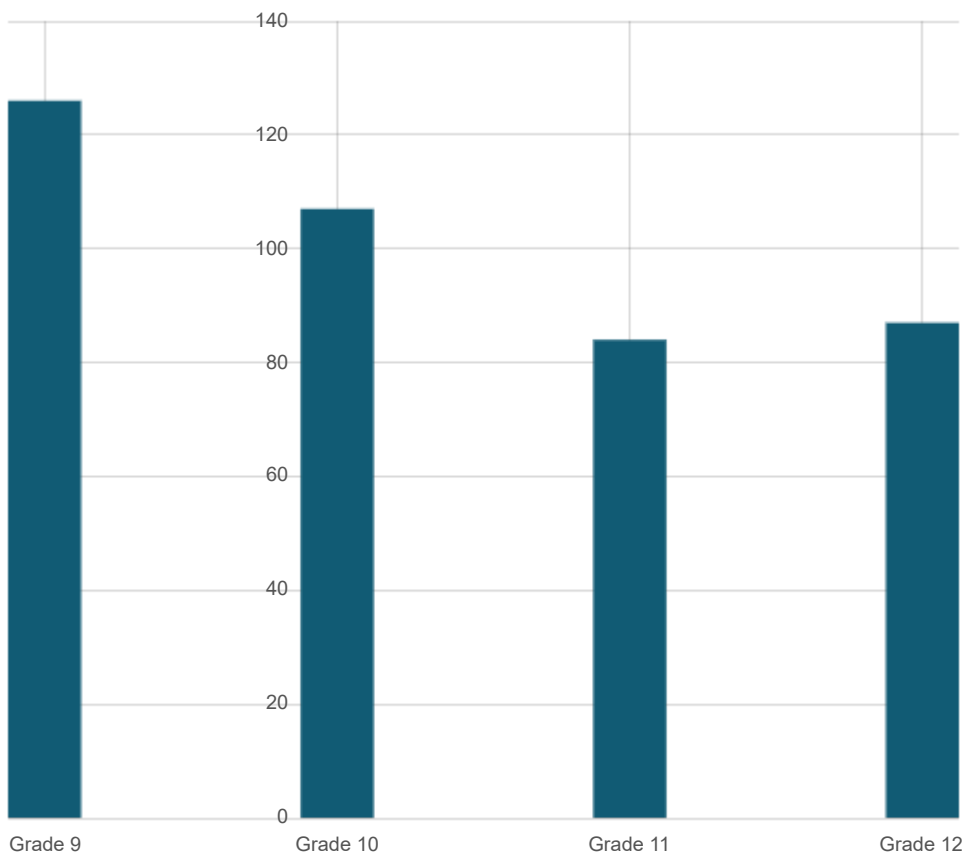
Students excel in an equitable educational system that equips them to make transformative choices for their families and our communities.

- ~ 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: 1/27/2021

Student Enrollment by Grade Level (School Year 2019–2020)

| Grade Level | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total Enrollment |
|---------------------------|---------|----------|----------|----------|------------------|
| Number of Students | 126 | 107 | 84 | 87 | 404 |



Last updated: 1/27/2021

Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Black or African American | American Indian or Alaska Native | Asian | Filipino | Hispanic or La |
|------------------------------------|---------------------------------|----------------------------------|----------------------------|--------------|----------------|
| Percent of Total Enrollment | 0.50 % | 0.20 % | 0.70 % | 1.00 % | 96.80 % |
| Student Group (Other) | Socioeconomically Disadvantaged | English Learners | Students with Disabilities | Foster Youth | |
| Percent of Total Enrollment | 91.10 % | 52.00 % | 20.80 % | % | |

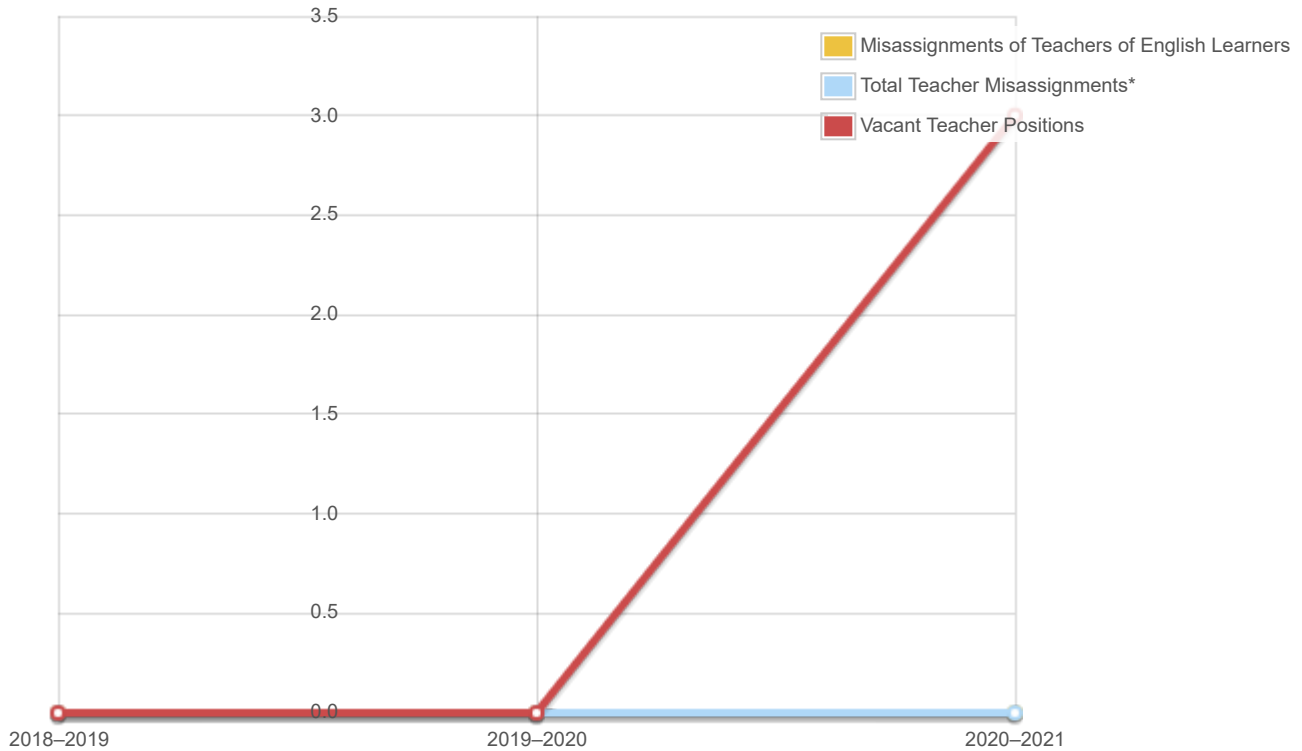
State Priority: Basic

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 Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 |
|--|------------------|------------------|------------------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 3 |



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: 1/27/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: January 2020

| 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</p> | Yes | 0.00 % |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------|--|----------------------------|--|
| | <p>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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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> | | |
| Mathematics | <p style="text-align: center;">Mathematics (Requirement C)</p> <p>The Charter School offers the following Mathematics courses, in alignment</p> | Yes | 0.00 % |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|--|----------------------------|--|
| | <p>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 style="text-align: center;">Integrated Math I</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 style="text-align: center;">Mathematics Lab</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 style="text-align: center;">Integrated Math II</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 style="text-align: center;">Integrated Math III</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 style="text-align: center;">AP Calculus AB</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</p> | | |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| | applicable methods are emphasized. Students will primarily learn about derivatives and integrals and their applications in everyday life. | | |
| Science | <p style="text-align: center;">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 style="text-align: center;">Biology</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 style="text-align: center;">Chemistry</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 style="text-align: center;">AP Biology</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 style="text-align: center;">Anatomy and Physiology</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 | 0.00 % |
| History-Social Science | <p style="text-align: center;">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> | Yes | 0.00 % |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|---|----------------------------|--|
| | <p style="text-align: center;">World History</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 & 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.</p> <p style="text-align: center;">US History</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 style="text-align: center;">American Government</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 style="text-align: center;">Economics</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</p> | | |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------|---|----------------------------|--|
| | <p>understand how money works and can plan for a sustainable and secure future.</p> <p style="text-align: center;">Ethnic Studies</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 style="text-align: center;">AP World History</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 style="text-align: center;">AP US History</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> | | |
| Foreign Language | | | 0.00 % |
| Health | | | 0.00 % |
| | | | |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|----------------------------|--|
| Visual and Performing Arts | <p>Visual and Performing Art (Requirement F)</p> <p>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</p> <p>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 & three-dimensional design, and digital art. Student artwork will reflect aesthetics & cultural and historical contexts."</p> | | 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: 1/27/2021

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 Independence 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: 1/27/2021

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 2019

| 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: July 2019

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/27/2021

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 2018– 2019 | School 2019– 2020 | District 2018– 2019 | District 2019– 2020 | State 2018– 2019 | State 2019– 2020 |
|--|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 46.0% | N/A | 59.0% | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | 24.0% | N/A | 39.0% | N/A | 39% | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/27/2021

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

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Science (grades 5, 8, and high school) | 3 | N/A | 30 | N/A | 30 | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/27/2021

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.00% |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | 100.00% |

Last updated: 1/27/2021

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

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 2020–2021)

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:

- ? 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.

Last updated: 1/27/2021

State Priority: Pupil Engagement

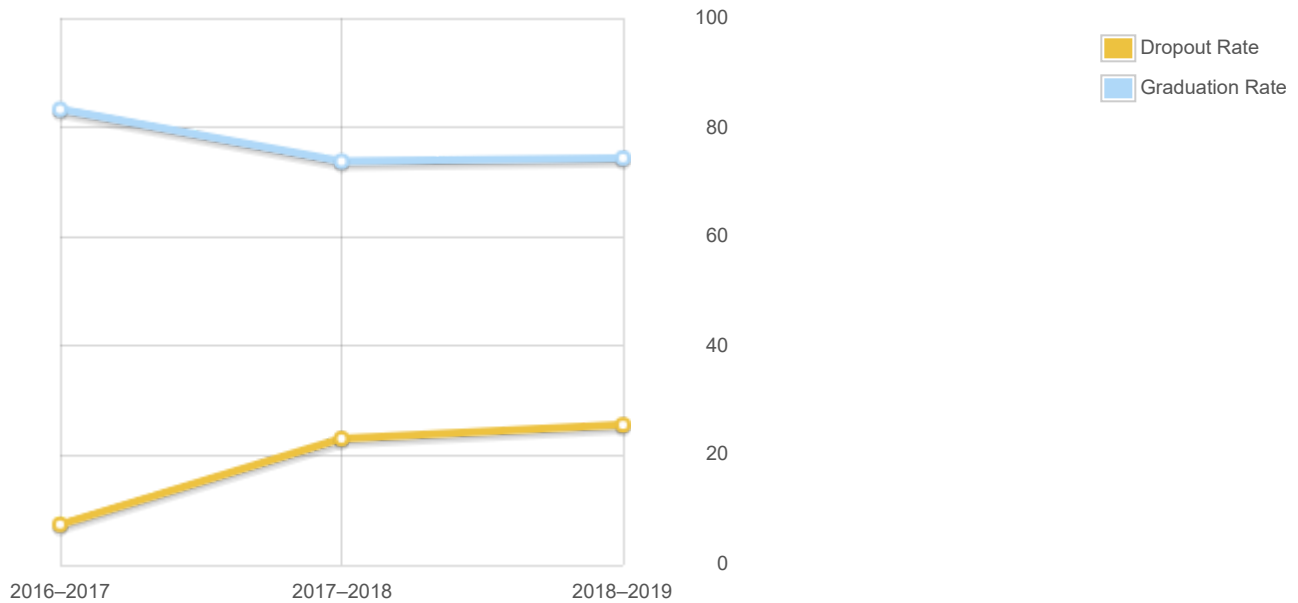
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School 2016– 2017 | School 2017– 2018 | School 2018– 2019 | District 2016– 2017 | District 2017– 2018 | District 2018– 2019 | State 2016– 2017 | State 2017– 2018 | State 2018– 2019 |
|-----------------|-------------------------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|------------------------|------------------------|------------------------|
| Dropout Rate | 7.40% | 23.10% | 25.60% | 20.50% | 17.80% | 15.60% | 9.10% | 9.60% | 9.00% |
| Graduation Rate | 83.30% | 73.80% | 74.40% | 71.50% | 75.70% | 77.50% | 82.70% | 83.00% | 84.50% |

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



Last updated: 1/27/2021

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 | Suspensions | Expulsions |
|-------------------------------|-------------|------------|
| School 2017–2018 | 8.70% | 0.00% |
| School 2018–2019 | 15.90% | 0.00% |
| District 2017–2018 | 3.60% | 0.10% |
| District 2018–2019 | 3.40% | 0.00% |
| | 3.50% | 0.10% |
| | 3.50% | 0.10% |

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

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

| Rate | Suspensions | Expulsions |
|-------------------------------|-------------|------------|
| School 2019–2020 | 9.80% | 0.00% |
| District 2019–2020 | 2.90% | -- |
| | 2.50% | 0.10% |

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

Last updated: 1/27/2021

School Safety Plan (School Year 2020–2021)

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: 1/27/2021

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 2017–2018)

| Subject | English | Mathematics | Science | Social Science |
|--------------------------------------|---------|-------------|---------|----------------|
| Average Class Size | 26.00 | 24.00 | 27.00 | 30.00 |
| Number of Classes * 1-22 | 7 | 5 | 10 | 5 |
| Number of Classes * 23-32 | 13 | 8 | | 4 |
| Number of Classes * 33+ | 3 | 1 | | |

**Number of Classes *
33+** * 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 2018–2019)

| Subject | English | Mathematics | Science | Social Science |
|--------------------------------------|---------|-------------|---------|----------------|
| Average Class Size | 28.00 | 26.00 | 28.00 | 31.00 |
| Number of Classes * 1-22 | 4 | 4 | 14 | 1 |
| Number of Classes * 23-32 | 20 | 8 | | 1 |
| Number of Classes * 33+ | 1 | 2 | | 6 |

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

**Number of Classes *
33+**

* 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: 1/27/2021

Student Support Services Staff (School Year 2019–2020)

| | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 1.00 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 0.25 |
| Resource Specialist (non-teaching) | 1.00 |
| Other | |

*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: 1/27/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|---------------------------------|---|---|---------------------------|
| School Site | \$13144.00 | \$1700.00 | \$11444.00 | \$68846.00 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|---|--|--|-----------------------------------|
| District | N/A | N/A | -- | \$94375.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7750.12 | \$90287.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/27/2021

Types of Services Funded (Fiscal Year 2019–2020)

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

Last updated: 1/27/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 22.30%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 1 |
| Mathematics | 1 |
| Science | 2 |
| Social Science | 2 |
| Total AP Courses Offered* | 8 |

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

Last updated: 1/27/2021

Professional Development

| Measure | 2018– 2019 | 2019–2020 | 2020–2021 |
|---|---------------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 20 | 20 | 20 |

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