

## ACE Charter

## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

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

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	ACE Charter
<b>Street</b>	625 South Sunset Ave.
<b>City, State, Zip</b>	San Jose, Ca, 95116-3423
<b>Phone Number</b>	408-729-3920
<b>Principal</b>	Elena Luna, Principal
<b>E-mail Address</b>	<a href="mailto:eluna@acecharter.org">eluna@acecharter.org</a>
<b>County-District-School (CDS) Code</b>	43104390116814

District	
<b>District Name</b>	Santa Clara County Office of Education
<b>Phone Number</b>	(408) 453-6500
<b>Web Site</b>	<a href="http://www.sccoe.org">http://www.sccoe.org</a>
<b>Superintendent First Name</b>	Xavier
<b>Superintendent Last Name</b>	De La Torre
<b>E-mail Address</b>	<a href="mailto:xavier_delatorre@sccoe.org">xavier_delatorre@sccoe.org</a>

*Last updated: 3/3/2014*

### School Description and Mission Statement (School Year 2012-13)

DRAFT: PENDING BOARD APPROVAL

Founded in 2008, ACE Charter Middle School is a 5th-8th grade middle school which targets students in San Jose who are already more than two years behind in literacy and/or math skills by the time they reach 5th grade. The mission of ACE Charter Middle School is to help low-achieving students change their academic trajectory away from failure and accelerate them toward proficiency as a stepping-stone to college. Every school decision is based on ACE's number one goal of ensuring that all of the school's students will enter 9th grade proficient in English Language Arts and Math as measured by the California Standards Test ("CST"), and will possess the skills, knowledge, and work ethic to thrive in a rigorous college-prep high school curriculum.

ACE serves 466 students, most of who live in predominantly low-income communities in East San Jose. Located in the Mayfair neighborhood, one of the highest-need urban areas where only 4% of students currently graduate from college, the School is designed for students who lag behind their peers academically, who are disconnected from their schools, and who may be disconnected from their families as well. The educational program is structured to maximize learning for these students. ACE focuses its attention on research-driven instructional strategies that have been successful in similar communities. Central components of this strategy include:

- 1) having high expectations for all students, which means every student attends school from 8:30-5pm;
- 2) providing a rich curriculum that is aligned to the Common Core Standards to increase students' knowledge base, skill development and work habits;
- 3) analyzing student benchmark data to track progress, identify student needs and provide ongoing targeted intervention; and
- 4) using purposeful, high-impact professional development to ensure students have the highest quality instruction and best possible chance for academic success.

Over the past five years, ACE has maintained a consistent focus on reducing the achievement gap for its students. One of the School's most important measures of academic growth, particularly in the transition from the California Standards Test (CST) to the Common Core, is the NWEA exam. ACE uses this assessment to track student progress, with the goal of growing all students 1.5 years in math, English and science every year. Data from the 2012-13 NWEA indicate that 8th graders grew 1.7 years in reading, 1.9 years in math, and 2.0 years in science. CST results for Latinos and socioeconomically disadvantaged student subgroups also show continued growth, as 45% of eighth grade Latino students scored proficient or advanced in Algebra I. In an Innovate Public Schools report on the achievement status of low income and minority students in the Silicon Valley, ACE Charter School was ranked as one of the top ten public schools for Latinos reaching proficiency in Algebra I by the end of eighth grade. It was also ranked number one for English Learners reaching proficiency in Algebra I.

Part of a growing network of charter schools, ACE has an ambitious educational model: to create community-wide change in East San Jose by building clusters of charter middle schools tailored to meet the challenges facing the lowest-achieving students in the community. As these students build momentum and catch up to their peers academically, they can continue their learning at ACE Charter High School, which opened in 2012 and enrolled 33% of students who attended the Middle School. The High School model is to serve middle school students who have developed the optimism and growth mindset they can attend and graduate from college. Beginning in 5th grade, ACE works collaboratively with families to gain buy-in from students to deepen their cognitive skills and ambitions for the future, and to have them ready for college by their senior year.

ACE is guided by core values of respect, pride and ganas, which translates to desire or effort. ACE has created a school culture that honors effort and resilience and consistently focuses on college as a goal for ALL students, and bridges the gap between school and parents by working closely with families to support student learning. Students and parents are surveyed annually to determine satisfaction rates and the extent to which the School is carrying out its vision of preparing students for college. In the most recent survey of 376 students, over 91% agree or strongly agree that they plan to attend college, and 74% of students believe that the school is preparing them well for post high school plans. In addition, close to 90% of students believe that they behave in a way that models the school values of respect, pride and ganas.

ACE plans to continue to enroll the vast majority of students in the highest need communities of East San Jose to ensure that district schools, who will continue to face political and structural obstacles, serve only students who have historically succeeded in conventional district public schools.

*Last updated: 2/17/2014*

## Opportunities for Parental Involvement (School Year 2012-13)

ACE believes that students learn best when teachers and families are involved. Therefore, ACE tracks parent involvement monthly. The school has a goal of 75% parent involvement each month at each grade level. As such, ACE provides many outlets for parent engagement, including:

- 1) Sitting on various committees, such as the hiring committee for new staff, discipline committee for non-major infractions, English Learner Program committee, as well as the ACE Board of Directors;
- 2) Providing input into Title I funding, participating in data analysis as part of the group that reviews results of state test scores and school staff/family survey; and
- 3) Attending information sessions and school nights, parent training seminars, and participating in school activities.

Parents also represent the school by connecting to the school prospective families who have children in the ACE target student population.

*Last updated: 2/17/2014*

# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

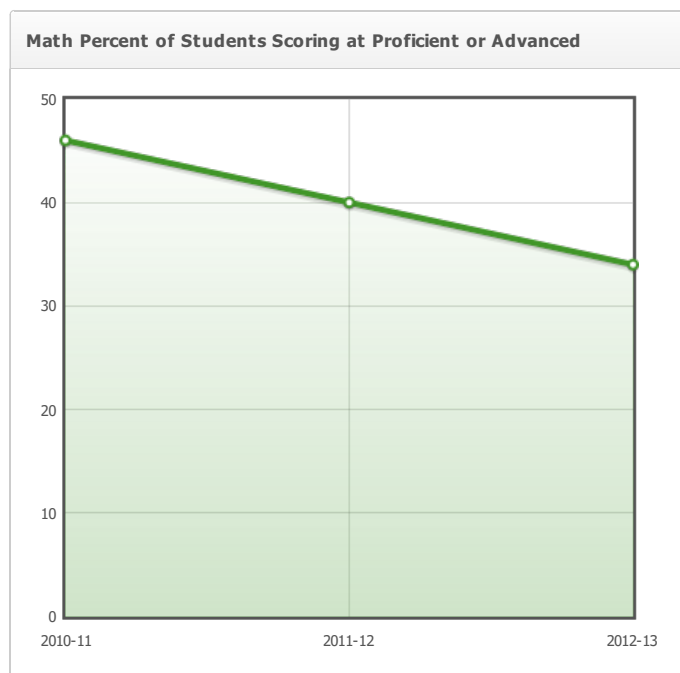
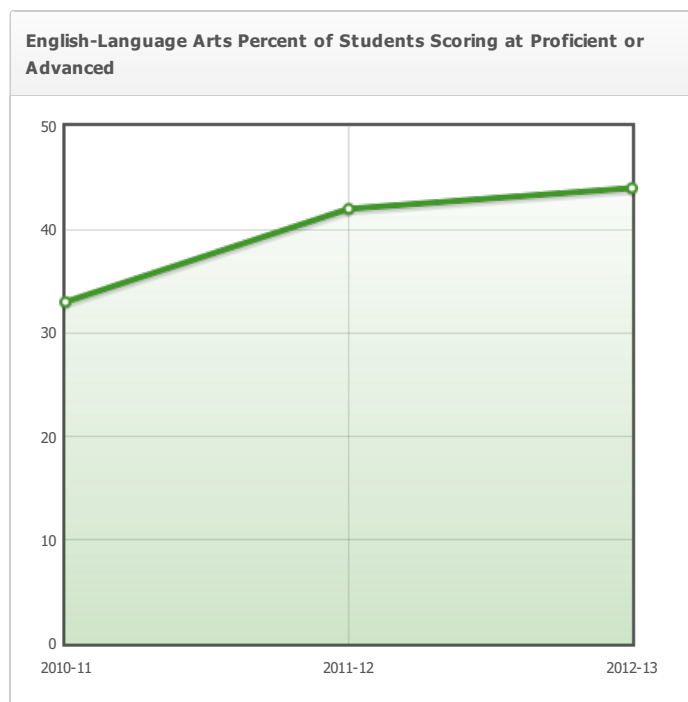
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

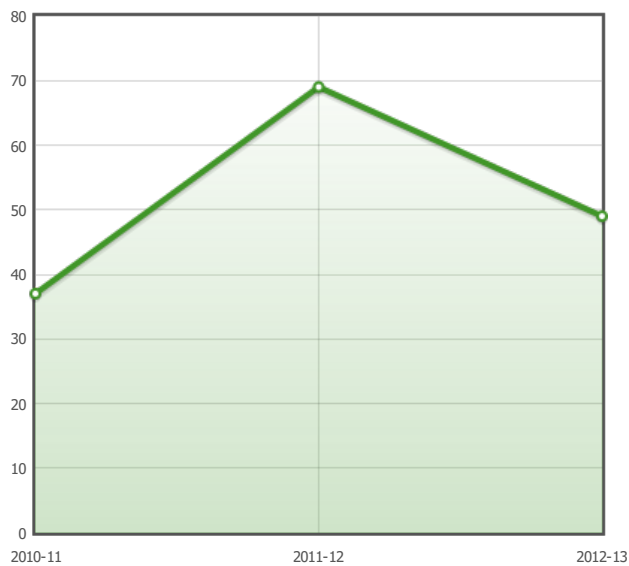
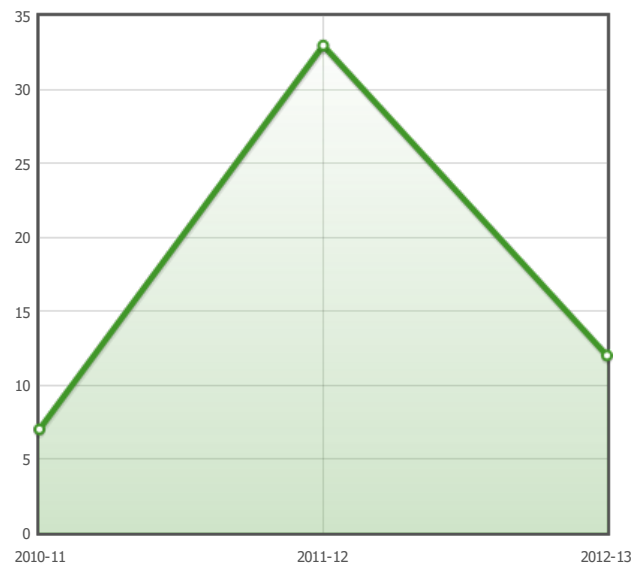
## Standardized Testing and Reporting Results for All Students - Three-Year

### Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	33%	42%	44%	55%	58%	57%	54%	56%	55%
Mathematics	46%	40%	34%	55%	57%	58%	49%	50%	50%
Science	37%	69%	49%	51%	65%	63%	57%	60%	59%
History-Social Science	7%	33%	12%	30%	46%	44%	48%	49%	49%

Note: Scores are not shown 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.



**Science Percent of Students Scoring at Proficient or Advanced****History Percent of Students Scoring at Proficient or Advanced**

Last updated: 2/11/2014

**Standardized Testing and Reporting Results by Student Group – Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	58%	61%	44%
All Students at the School	44%	34%	49%	12%
Male	38%	35%	48%	7%
Female	50%	32%	50%	16%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	50%	50%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	43%	33%	47%	13%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	42%	34%	50%	12%
English Learners	27%	24%	38%	5%
Students with Disabilities	44%	33%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

Last updated: 2/11/2014

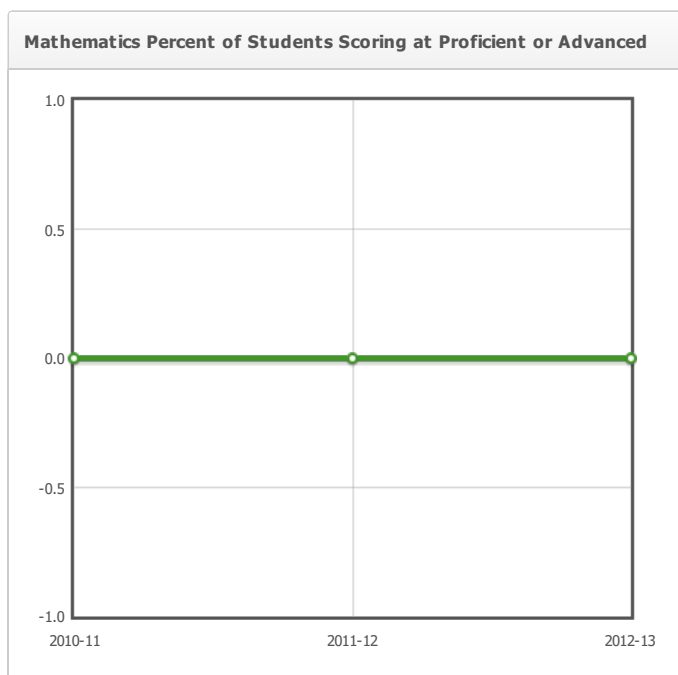
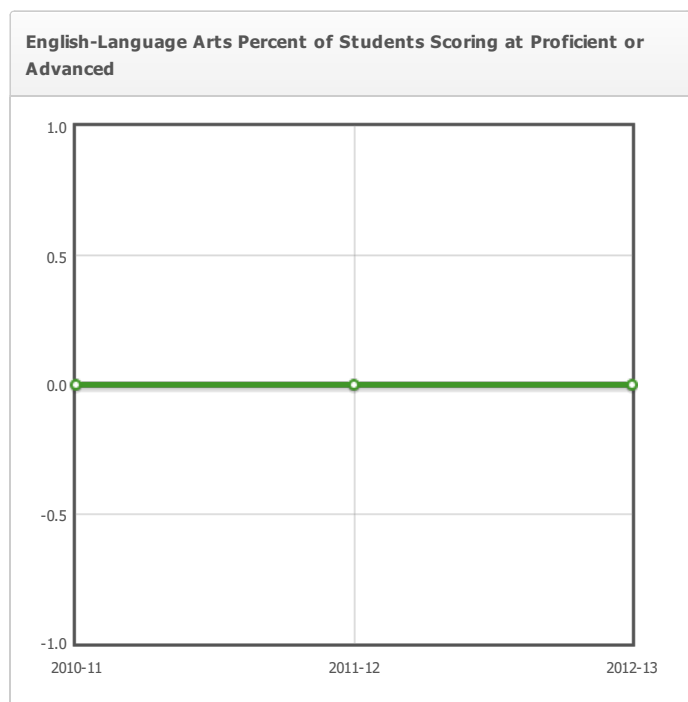
# California High School Exit Examination Results for All Grade Ten Students –

## Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	37%	39%	45%	59%	56%	57%
Mathematics	N/A	N/A	N/A	32%	40%	47%	56%	58%	60%

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



Last updated: 2/11/2014



# California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	22%	23%	53%	29%	17%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

*Last updated: 2/11/2014*

## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.6%	35.1%	15.5%
7	25.0%	24.2%	18.9%

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

*Last updated: 2/11/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	4
Similar Schools	8	8	8

*Last updated: 2/11/2014*

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-15	31	-30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-18	36	-32
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-14	28	-27
English Learners	-24	-6	-36
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 2/11/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	420	731			4,655,989	790
Black or African American	6				296,463	708
American Indian or Alaska Native	1				30,394	743
Asian	12	788			406,527	906
Filipino	0				121,054	867
Hispanic or Latino	393	727			2,438,951	744
Native Hawaiian or Pacific Islander	1				25,351	774
White	4				1,200,127	853
Two or More Races	1				125,025	824
Socioeconomically Disadvantaged	406	732			2,774,640	743
English Learners	233	665			1,482,316	721
Students with Disabilities	45	665			527,476	615

Last updated: 2/11/2014

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met API Criteria	No	N/A
Met Graduation Rate	N/A	N/A

Last updated: 2/11/2014

## Federal Intervention Program (School Year 2013-14)

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Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2007-2008
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	35.0%

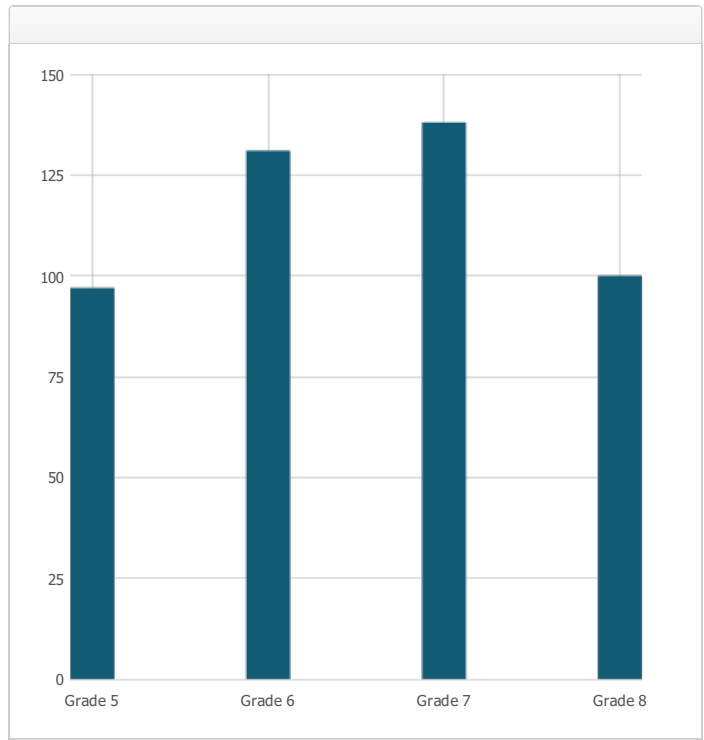
Note: Cells shaded in black or with N/A values do not require data.

*Last updated: 2/11/2014*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

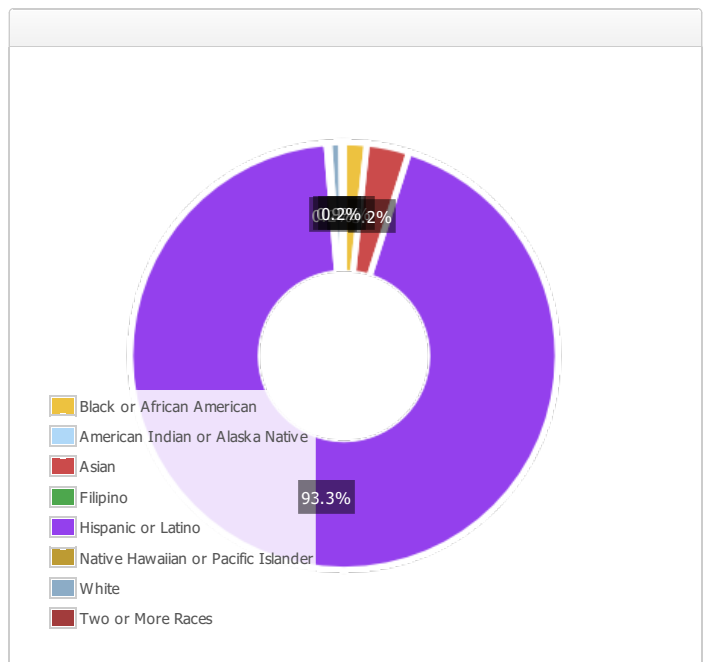
Grade Level	Number of Students
Grade 5	97
Grade 6	131
Grade 7	138
Grade 8	100
<b>Total Enrollment</b>	<b>466</b>



Last updated: 2/11/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.0
Asian	3.2
Filipino	0.0
Hispanic or Latino	93.3
Native Hawaiian or Pacific Islander	0.2
White	0.9
Two or More Races	0.2
Socioeconomically Disadvantaged	95.7
English Learners	83.9
Students with Disabilities	8.4



Last updated: 2/11/2014

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5	30.0		2		32.0		3		31.0	1	9	5
6	30.0		3		32.0		4		32.0	1	8	10
Other	30.0		5		32.0		8					

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/11/2014

## Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.0	2	0	0	30.2	0	3	3	34.0			
Mathematics	20.9	3	4	1	29.2	0	11	4	34.0		2	8
Science	24.5	1	3	0	27.0	0	3	0	34.0		1	6
Social Science	0.0	0	0	0	30.2	0	3	3	34.0		1	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.

Last updated: 2/11/2014

## School Safety Plan (School Year 2012-13)

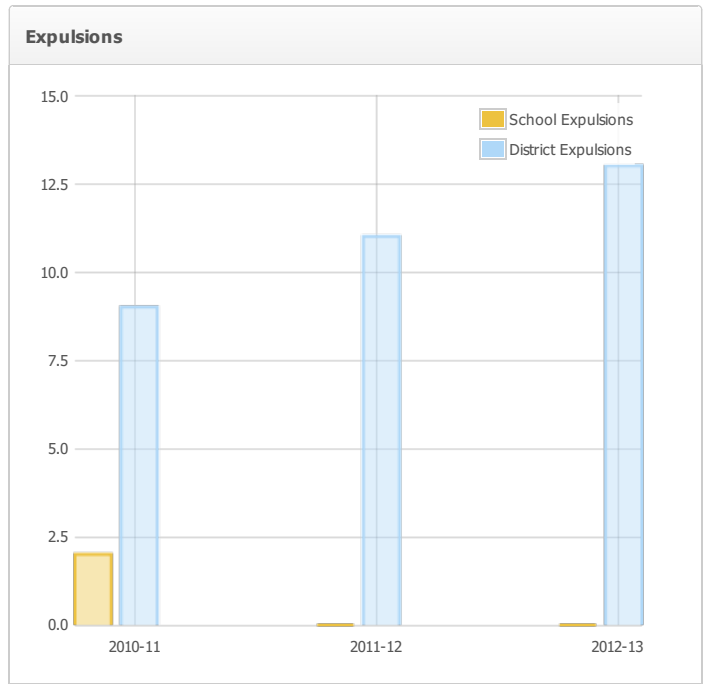
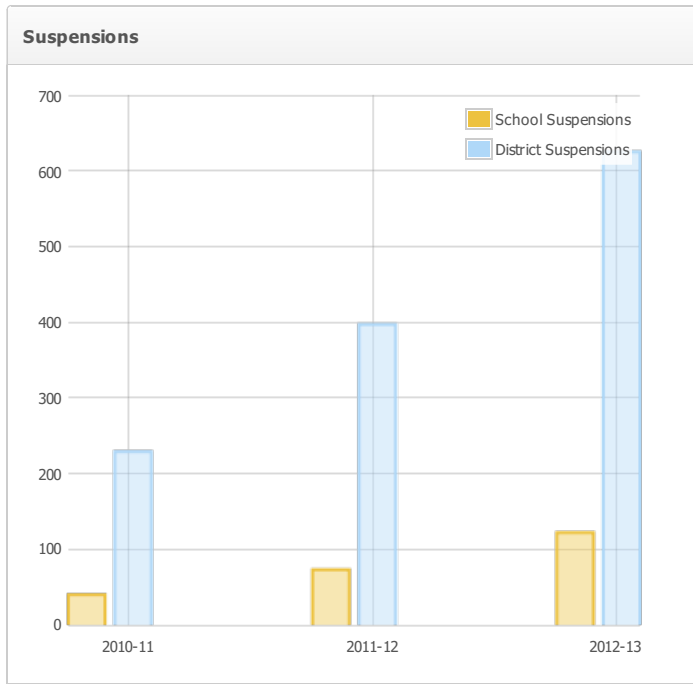
The ACE Charter School Network maintains a comprehensive School Safety Plan template, which has been adapted to fit ACE Charter Middle School's specific safety needs. This plan is maintained and updated on an annual basis. The safety plan was last reviewed in August 2013 and all staff received an updated copy during the summer in-service, at which time plan was discussed. Key elements of the plan include but are not limited to: responding to emergency situations, such as fires, earthquakes and school lockdowns; site evacuation instructions; employee and student health policies; mandated reporting; and a description of all federal and state requirements. A copy of ACE Charter Middle School's Safety Plan is located in the main office during the school year, and all new school staff members receive a copy and are briefed on the plan. Fire and evacuation drills are conducted regularly throughout the school year.

Last updated: 2/11/2014

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	40.00	73.00	122.00	229.00	397.00	625.00
Expulsions	2.00	0.00	0.00	9.00	11.00	13.00

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 2/11/2014



## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

In 2012, ACE relocated to a brand new facility at 625 South Sunset Avenue. Located in close proximity to the neighborhood where the majority of students reside, this new school campus provides ample classroom space for up to 500 students. It is also equipped with a computer lab containing 60 computers, a resource room for special education services, a tutoring room to accommodate small groups and individual students who need academic support, a lunch area, and a central courtyard for students and faculty. In addition, there is an administrative area for faculty to collaborate and for parent meetings. ACE has an agreement with the neighboring elementary school for students' use of athletic fields.

ACE Charter School provides a clean and safe environment for students, staff, and volunteers. The facility is cleaned daily, and maintenance is scheduled routinely. Any repair requests are completed efficiently and thoroughly. The core values of ACE are measured on a comprehensive School Culture Audit, which is completed four times a year with specific sections designated to a safe and clean campus. School visitors compile data for this audit by providing specific input and feedback regarding the campus climate. This information is then shared with staff and used to create goals that will drive continuous improvement in the learning environment.

*Last updated: 2/11/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Currently, the school is repairing part of a water line and expects this to be completed by the end of February, 2014.
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 (School Year 2013-14)

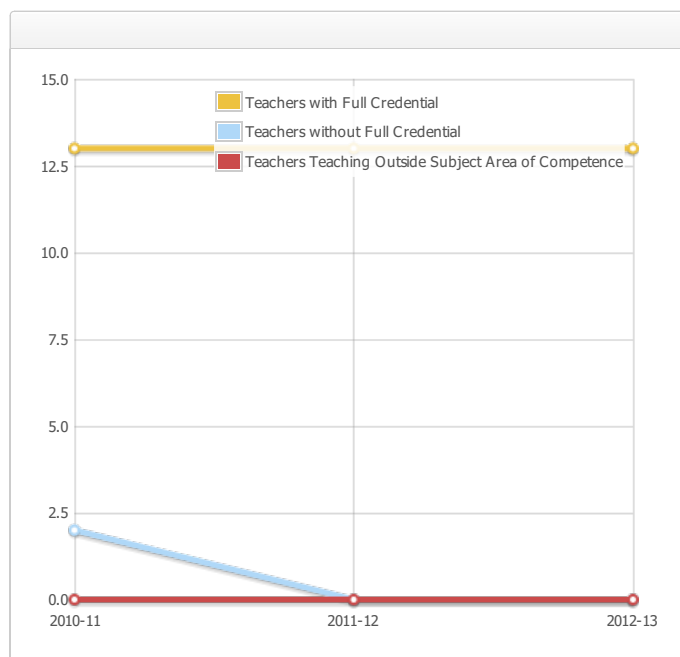
Overall Rating	Good
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*Last updated: 2/17/2014*

# Teachers

## Teacher Credentials

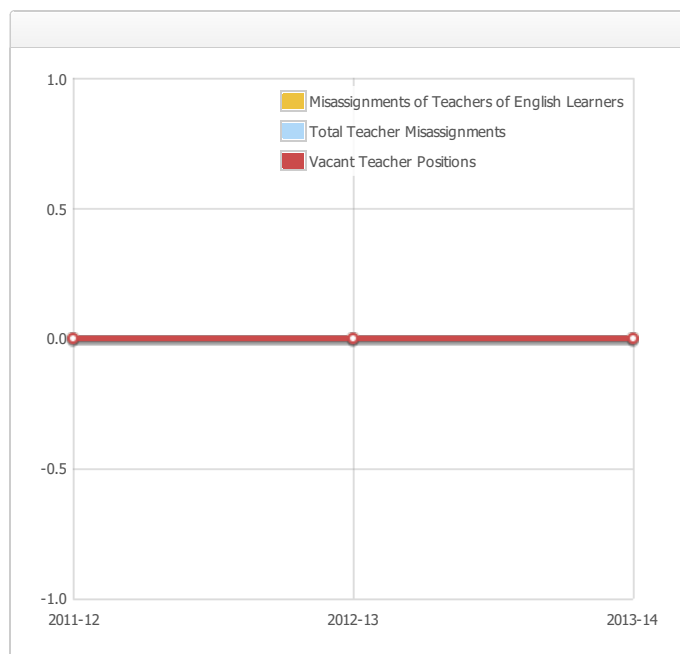
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	13	13	13	
Without Full Credential	2	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/11/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/11/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 2/11/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	1.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

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

*Last updated: 2/11/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	The School uses Accelerated Reader, as well as a variety of leveled readers, trade books and novels selected from the list of standards-based materials adopted by the CA State Board of Education.	Yes	0.0
Mathematics	The School uses Houghton-Mifflin California Math for grades 5-6 and Prentice Hall Mathematics for grades 7-8.	Yes	0.0
Science	The School uses the Holt Science and Technology series of textbooks for grades 5-8. These texts include: Integrated Science (5th grade), Earth Science (6th grade), Life Science (7th grade), and Physical Science (8th grade).	Yes	0.0
History-Social Science	The School uses TCI History Alive! and selected primary sources for grades 5-8. These instructional materials have been approved by the ACE Charter School Board of Directors.		0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

*Last updated: 2/17/2014*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,418	\$1,972	\$7,446	\$57,400
District	N/A	N/A	\$8,522	\$76,362
Percent Difference – School Site and District	N/A	N/A	-12.60%	-24.80%
State	N/A	N/A	\$5,537	\$68,531
Percent Difference – School Site and State	N/A	N/A	26.00%	-16.20%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 2/17/2014*

### Types of Services Funded (Fiscal Year 2012-13)

ACE Charter Middle School uses Federal Title Funds to offset the costs of afternoon academic intervention programs during the last two periods of the instructional day and for after school tutoring. During the after school program, tutors provided academic support to underperforming students. Other categorical funds are used for school operations.

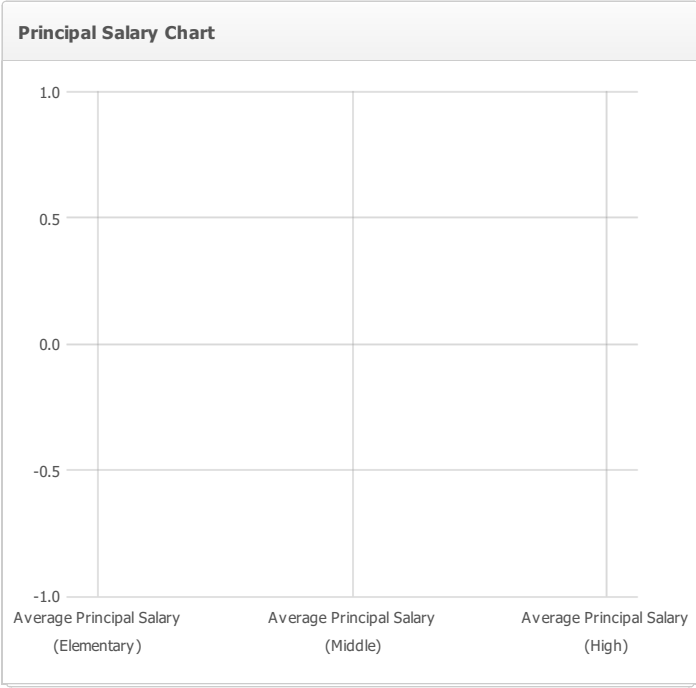
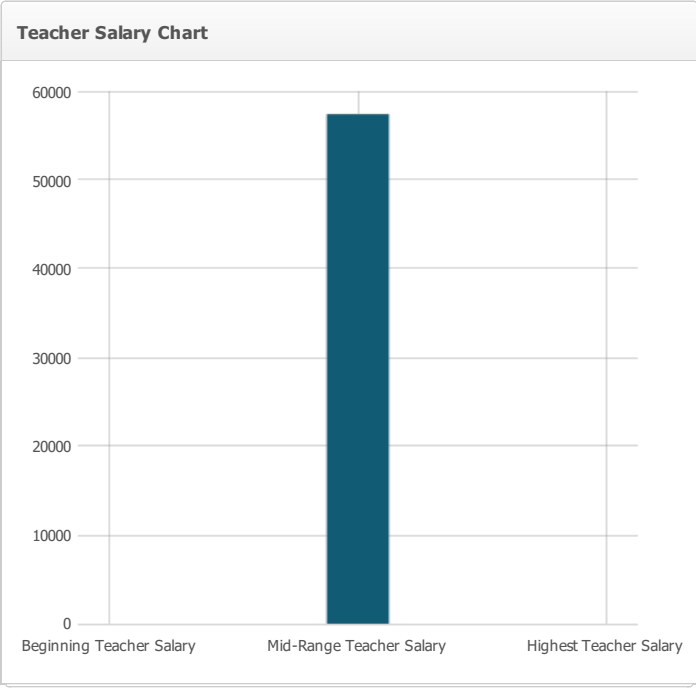
*Last updated: 2/11/2014*

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	\$57,400	\$71,584
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A

Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 3/3/2014



## School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

#### California State University

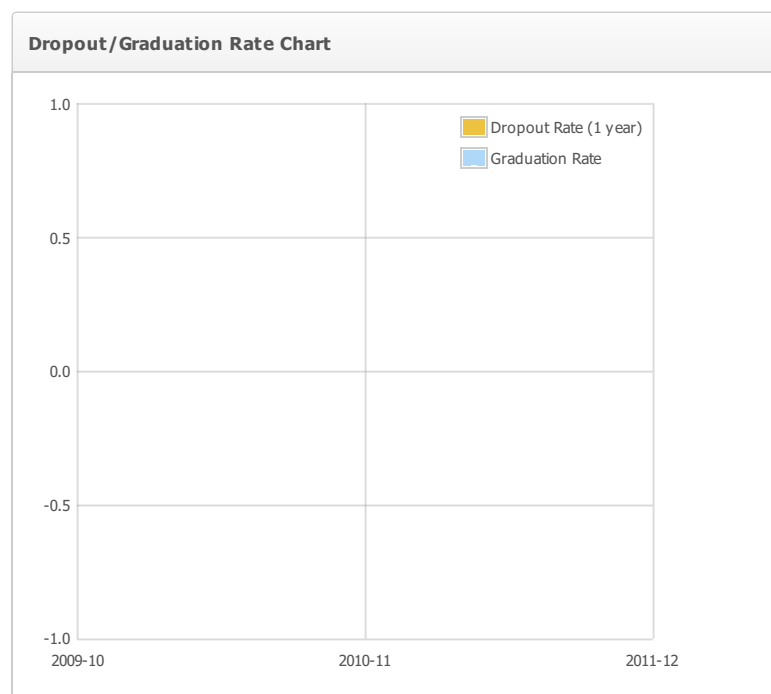
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate							16.6	14.7	13.1
Graduation Rate							74.72	77.14	78.73



Last updated: 3/3/2014

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent

2012-13 Students Enrolled in Courses Required for UC/CSU Admission

14.7

2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission

*Last updated: 3/3/2014*

# Instructional Planning and Scheduling

## Professional Development

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This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

ACE provides extensive professional development opportunities to teachers, staff, and administrators. There are three avenues for teacher professional development:

1. A three-week summer in service, where all staff members participate in 15 days of training around building and maintaining of a college-ready school culture, understanding and utilizing the philosophy of *ganas*[1], maximizing advisory periods, implementing instructional differentiation to meet the needs of all students, and reviewing assessment data for continuous improvement of teaching practices.
2. During the school year, every Thursday is scheduled as a minimum day, which allows teachers 2.5 hours per week of professional development and planning /collaboration time. This embedded time may include activities such as developing skills to analyze data from benchmark assessments, using assessment data to improve instructional practices, discussing readings relevant to culture-building with similar student populations, and addressing any needs at the school site. In addition, department faculty members collaborate in instructional meetings.
3. At least six full pupil-free days per year are scheduled for intensive training and practice in data analysis skills on a school wide level, grade level, classroom level, and subgroup level (gender, ethnicity, EL, socioeconomic status, special needs and disabled students). Teachers collaborate on curriculum development and learn specific strategies based on best practices around the country.

In addition to training, teachers receive ongoing coaching. Lead teachers and/or the Principal observe every teacher a minimum of once weekly and provide meaningful written and oral feedback on instructional strategies used in the classroom.

Teachers and staff may also request or be asked to attend external professional development opportunities, including trainings, workshops, conferences, school observations, etc.

[1] One of the core values of ACE, which translated from Spanish, means desire, will or effort.

*Last updated: 3/3/2014*