

Executive Summary School Accountability Report Card, 2009-10

ACE Charter School

Address: 480 McCreery Ave, San Jose, CA

Phone: 408.729.3920

Principal: Vanessa Sifuentes

Grade Span: 5-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

ACE Charter School is a 5th-8th grade middle school (the first in a planned cluster of 5 schools) which admits students who are already 2+ years behind by 5th or 6th grade and propels them to grade-level proficiency by the time they finish 8th grade. To use a medical metaphor, ACE is designed to be an educational "intensive care unit," investing its resources and efforts into students and families whose needs are most acute.

After several years of planning, the first ACE Charter School opened on August 25, 2008 with 100 5th and 6th graders in the Mayfair neighborhood of East San Jose, and will grown to 375 students by 2011. Initial academic results are promising: in the school's first year, English Learners at ACE were twice as likely to score Proficient in English-Language Arts on the California state tests than students at the neighborhood district schools.

The most important factor in ACE's success in propelling low-achieving students to success is its academic model, which is adapted from successful local and national charter schools. Key program elements include an a strong school culture with high parent involvement that explicitly teaches students college-prep attitudes and work habits; a rigorous, challenging curriculum, and an extended school day (8:15-5:00) that gives students the extra time they need to catch up and then excel.

Student Enrollment

Group	Enrollment
Number of students	203
African American	0%
American Indian or Alaska Native	0%
Asian	1%
Filipino	0%
Hispanic or Latino	94%
Pacific Islander	0%
White (not Hispanic)	2%
Multiple or No Response	0%
Socioeconomically Disadvantaged	91%
English Learners	74%
Students with Disabilities	13%

Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Academic Progress

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	25%
Mathematics	52%
Science	17%
History-Social Science	N/A

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	744
Statewide Rank (from 2009 Base API Report)	1
2009-10 Program Improvement Status (PI Year)	In PI

School Facilities

Summary of Most Recent Site Inspection

The school was inspected January 31, 2011.

Repairs Needed

Need three additional classrooms and two small offices in rented space at Chavez Elementary School, one of the school's two classroom sites.

At the First Apostolic 480 McCreery Avenue site, one classroom which was schedule to have lower student enrollment was subsided to provide for a separate copier/mailroom.

A second student computer lab was developed in one of the classrooms at Cesar Chavez School.

Regarding the Open Item, walkway between sites through City park needs to be coordinated with the City of San Jose. During inclement weather, the current walkway is muddy.

Corrective Actions Taken or Planned

At this writing, the school's two sites are in good repair.

Regarding Improvements during the subject school year, significant planning and coordination was done with the Alum Rock Union School District, one of ACE's landlords, in June, July and August 2010 to bring online three additional classrooms and two small offices in rented space at Chavez Elementary School, one of the school's two classroom sites. This mostly involved equipping the classrooms with student equipment to support ACE's academics. Cooperation from the District was excellent. These classrooms were needed to accommodate increased total ACE enrollment from approximately 200 to 300.

At the First Apostolic 480 McCreery Avenue site, one classroom which was scheduled to have lower student enrollment was subdivided to provide for a separate copier/mailroom. This involved stud wall construction, finished drywall work and upgraded electrical to support a higher capacity copier (60 PPM to 90 PPM). This was completed in late June 2010 to support preparations for the FY 2010-11 school year.

A second student computer lab was developed in one of the classrooms at Cesar Chavez School. Primary tasks in this project were electrical upgrades within the room to support 40 computers and related hardware plus design and construction of cost effective student computer lab tables for 35 students. ACE simultaneously added 20 MBS internet connectivity and a fiber based WAN to support this lab and the rest of ACE's students, teachers and staff at Chavez School. This included wireless network capability. These upgrades gave the Chavez site IT capability consistent with the First Apostolic site. The network infrastructure utilized existing cabling from the District, thus reducing cost. Lab construction was completed in August 2010. The network capability was brought online in November 2010. The computer lab at First Apostolic was upgraded with more electrical capacity which allowed growth in the lab from 20 computers to 33 computers. Comcast's highest network speed was procured (50 MBS), and Megabit network equipment was also added in order to accommodate online academic programs within that lab.

San Jose City Parks, Recreation and Neighborhood Services added wooden bark to a dirt walkway through a City park between the schools two sites (about 50 yards). This has greatly improved the clean and efficient movement of students and staff over this walkway during inclement weather.

Curriculum and Instructional Materials

School Finances

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$10,823
District	N/A
State	N/A

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	N/A
Average Scale Score - National	
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

NAEP Reading, Grade 8

Level	Result
State Average Scale Score	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

NAEP Mathematics, Grade 8

Level	Result
State Average Scale Score	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

School Accountability Report Card Reported for School Year 2009-10 *Published During 2010-11*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sal/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	ACE Charter School	District Name	Santa Clara County Office of Education
Street	480 McCreery Ave	Phone Number	408.453.6500
City, State, Zip	San Jose, CA 95116	Web Site	http://www.sccoe.k12.ca.us
Phone Number	408.729.3920	Superintendent	Charles Weis
Principal	Vanessa Sifuentes	E-mail Address	charles_weis@sccoe.org
E-mail Address	vsifuentes@acecharter.org	CDS Code	4310439000000

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

ACE creates community-wide change in the highest-need areas of East San Jose by building excellent 5th-8th grade charter middle schools tailored to the needs of the lowest-achieving students, propelling them to academic proficiency, and putting them on track to college.

In order to have a real opportunity to make change that makes success reachable for all students and families, ACE focuses all of its attention on the hardest-to-educate students in East San Jose's most academically low-performing neighborhoods. To use a medical metaphor, ACE is the educational "intensive care unit," investing all of its resources and efforts into serving students and families whose needs are most acute. The result of this strategy is two-fold:

- Using the flexibility of the charter law and proven charter school academic programs, ACE's school model is designed to identify student needs, and provide them the time, intensive coaching and instruction, and schoolwide culture of effort and high expectations they need to succeed.
- By enrolling the vast majority of hard-to-educate students in a neighborhood, the ACE approach ensures that the district schools in the community, who will continue to face political and structural obstacles, serve only students who have historically succeeded in conventional district public schools.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Parents have the opportunity to be involved in a variety of ways:

1. As part of their mandated yearly 30 hours of time spent at school, parents can volunteer on campus, participate in student activities, attend parent training seminars and information sessions, and help connect ACE to prospective students who are in the ACE target student population.
2. Sit on various committees, including the hiring committee for new staff, the discipline committee for non-major infractions, as well as the ACE Charter School board of directors
3. Participate in data gathering and analysis as part of the ACE English Learner committee as well as the school-based committee that reviews the results of state test scores as well as the school staff/family/student survey.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 5	61
Grade 6	87
Grade 7	55
Grade 8	
Total Enrollment	203

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	2
American Indian or Alaska Native	0	Two or More Races	0

Asian	1	Socioeconomically Disadvantaged	91
Filipino	0	English Learners	74
Hispanic or Latino	94	Students with Disabilities	13
Native Hawaiian/Pacific Islander	0	n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5	N/A	N/A	N/A	N/A	26	0	2	0	30	0	2	0
6	N/A	N/A	N/A	N/A	22	0	2	0	29	0	3	0
4-8	N/A	N/A	N/A	N/A	24	0	2	0	29	0	7	0
Other	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	26	0	1	N/A	29	0	2	0
Mathematics	N/A	N/A	N/A	N/A	26	0	1	N/A	29	0	3	0
Science	N/A	N/A	N/A	N/A	26	0	1	N/A	29	0	0	0
Social Science	N/A	N/A	N/A	N/A	26	0	1	N/A	29	0	2	0

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

A comprehensive School Safety Plan template was developed in collaboration with the Charter School Development Center (CSDC). This Plan was edited to fit ACE's particular needs, a copy of the Plan was in the school office during the school year, briefings were held with staff members on school safety. Fire and evacuation drills were held during the school year.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10

Suspensions	N/A	22	16	0	0	
Expulsions	N/A	0	2	0	-2.6	

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

At this writing, the school's two sites are in good repair.

Regarding Improvements during the subject school year, significant planning and coordination was done with the Alum Rock Union School District, one of ACE's landlords, in June, July and August 2010 to bring online three additional classrooms and two small offices in rented space at Chavez Elementary School, one of the school's two classroom sites. This mostly involved equipping the classrooms with student equipment to support ACE's academics. Cooperation from the District was excellent. These classrooms were needed to accommodate increased total ACE enrollment from approximately 200 to 300.

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San Jose City Parks, Recreation and Neighborhood Services added wooden bark to a dirt walkway through a City park between the schools two sites (about 50 yards). This has greatly improved the clean and efficient movement of students and staff over this walkway during inclement weather.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			A regularly scheduled pest eradication program is followed
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Hot water will be added for hand washing to the sinks in the bathrooms. Currently they are cold water only.
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-2010	2009-10
With Full Credential	N/A	2	4	
Without Full Credential	N/A	2	3	
Teaching Outside Subject Area of Competence	N/A	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher

qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	<i>5th-8th: Variety of leveled readers, trade books, and novels adopted by CA SBE.</i>	0%
Mathematics	<i>5th/6th: Houghton Mifflin California Math 7th/8th: Prentice Hall</i>	0%
Science	<i>5th: Holt Science and Technology – Integrated Science</i>	0%

	6th: Holt Science and Technology – Earth Science 7th: Holt Science and Technology – Life Science 8th: Holt Science and Technology – Physical Science	
History-Social Science	5th-8th: TCI History Alive!	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$15,347.11	\$4,524.60	\$10,822.51	\$69,681.75
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

ACE used Federal No Child Left Behind Title 1 funds for the costs of afternoon academic intervention programs and Saturday school programs. Other Categorical funds, determined by ACE's input to the Consolidated Application, were used for general school operations.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District	State Average
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	Amount	For Districts In Same Category
Beginning Teacher Salary	\$48,410	
Mid-Range Teacher Salary	\$47,940	
Highest Teacher Salary	\$89,500	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	\$127,200	
Percent of Budget for Teacher Salaries	18.5%	
Percent of Budget for Administrative Salaries	23.7%	

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	N/A	20	25		49	53		50	52
Mathematics	N/A	21	52		46	52		46	48
Science	N/A	10	17		42	48		50	54
History-Social Science	N/A	0	0		19	34		41	44

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School	26	52	6	
Male	23	52	4	
Female	28	50	7	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	24	51	5	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	28	52	5	
English Learners	22	49	5	
Students with Disabilities	27	58	12	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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	2007	2008	2009
Statewide	N/A	N/A	1
Similar Schools	N/A	N/A	N/A

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	N/A	N/A	127
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	120
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	122
English Learners	N/A	N/A	102
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group - 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	744	524	767
Black or African American	N/A		685
American Indian or Alaska Native	N/A		728
Asian	N/A		889
Filipino	N/A		851
Hispanic or Latino	740	487	715
Native Hawaiian or Pacific Islander	N/A		754

White	N/A		838
Two or More Races	N/A		807
Socioeconomically Disadvantaged	744	514	712
English Learners	729	505	691
Students with Disabilities	N/A	540	580

Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria described above.

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

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2007-2008
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	33

XII. Instructional Planning and Scheduling

Professional Development

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

ACE has three key areas of professional development for teachers and other staff:

1. 3-week Summer In service, where all staff participate in 15 days of training, seminars, and peer collaboration
2. Every Thursday during the school year is a minimum day, which allows teachers 2.5 hrs weekly of professional development time.
3. Six school days during the year are set aside for data analysis and curriculum development.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tq/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4			N/A	N/A	N/A

Reading 2007, Grade 8			N/A	N/A	N/A
Mathematics 2009, Grade 4			N/A	N/A	N/A
Mathematics 2009, Grade 8			N/A	N/A	N/A

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4				
Reading 2007, Grade 8				
Mathematics 2009, Grade 4				
Mathematics 2009, Grade 8				