

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Ms. Gricelda Rodriguez, Principal

Principal, Alternative Cooperative Education Charter

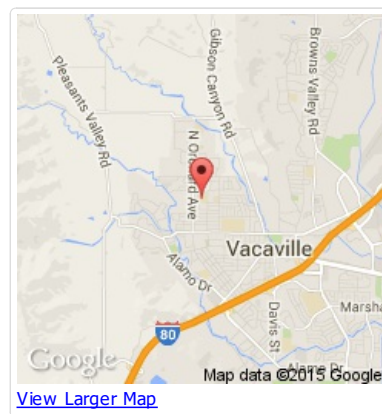
About Our School

ACE Charter School has a longstanding tradition of excellence. Since becoming a school in 2010, that excellence has only grown. As the principal of ACE Charter School, I want to continue to build on this reputation. At ACE we strive for academic excellence and social responsibility and acceptance. We are a diverse community of learners and we nourish that difference by teaching in different modalities. Our teachers and parents work closely together to make sure our students excel and grow into their full potential.

Contact

400 Hemlock St.
Vacaville, CA
95688-2616

Phone: 707-453-6245
E-mail: grodriquez@vacavilleusd.org



Contact Information - Most Recent Year

School	
School Name	Alternative Cooperative Education Charter
Street	400 Hemlock St.
City, State, Zip	Vacaville, Ca, 95688-2616
Phone Number	707-453-6245
Principal	Ms. Gricelda Rodriguez, Principal
E-mail Address	grodriguez@vacavilleusd.org
Web Site	www.ace-vusd-ca.schoolloop.com
County-District-School (CDS) Code	48705730122523

District	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Web Site	http://www.vacavilleusd.org
Superintendent First Name	Ken
Superintendent Last Name	Jacopetti
E-mail Address	kjacopetti@vusd.solanocoe.k12.ca.us

Last updated: 1/22/2015

School Description and Mission Statement (Most Recent Year)

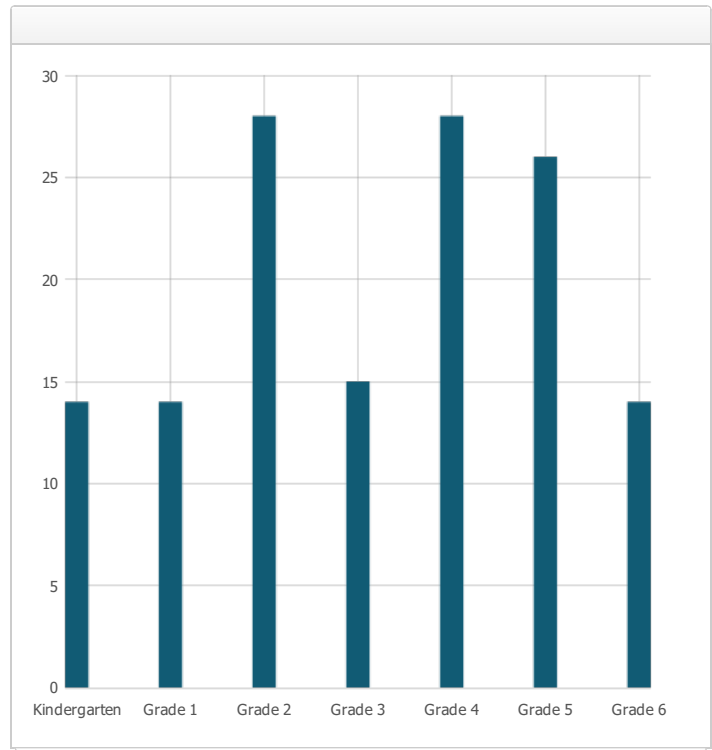
ACE Charter Elementary School is a small school committed to excellence. It serves students K-6 school and is located in the north side of Vacaville, California. T

The mission of the Alternative Cooperative Education (ACE) Charter School is to create a cooperative community dedicated to raising each child up to his/her potential. We will encourage and incorporate parent involvement to support the idea that education is a shared responsibility. Together we will support our students to be successful as they proceed through the educational system. Our goal is to educate children for a changing world and to challenge young thinkers to be tomorrow's problem solvers. We will nurture globally responsible citizens who are empowered to think beyond the confines of the classroom and who recognize their impact on the world around them.

Our goal is to cultivate each child's intellectual capabilities and moral, culture and human awareness. Teaching and learning are the responsibilities of everyone: Students, parents and school staff.

Last updated: 1/22/2015

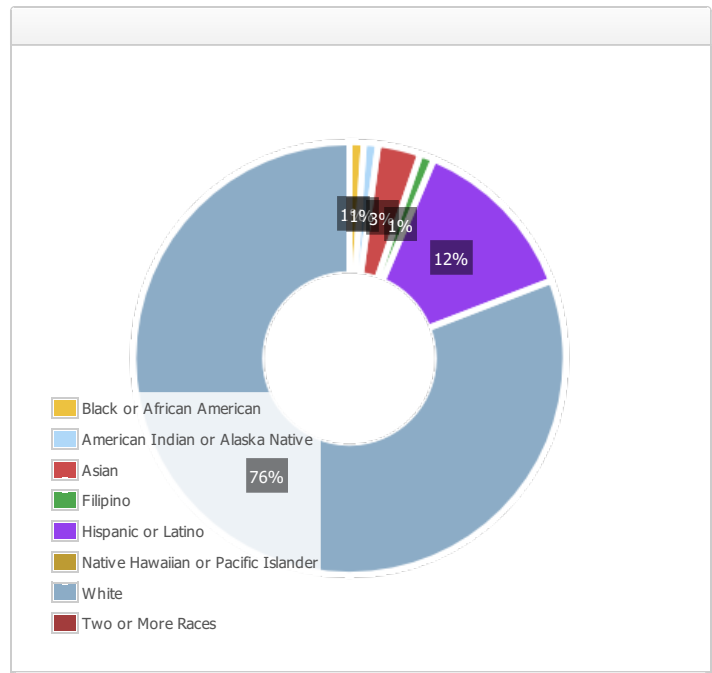
Grade Level	Number of Students
Kindergarten	14
Grade 1	14
Grade 2	28
Grade 3	15
Grade 4	28
Grade 5	26
Grade 6	14
Total Enrollment	139



Last updated: 1/22/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.4
Asian	3.6
Filipino	1.4
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.0
White	76.3
Two or More Races	0.7
Socioeconomically Disadvantaged	14.4
English Learners	0.0
Students with Disabilities	7.9



Last updated: 1/22/2015

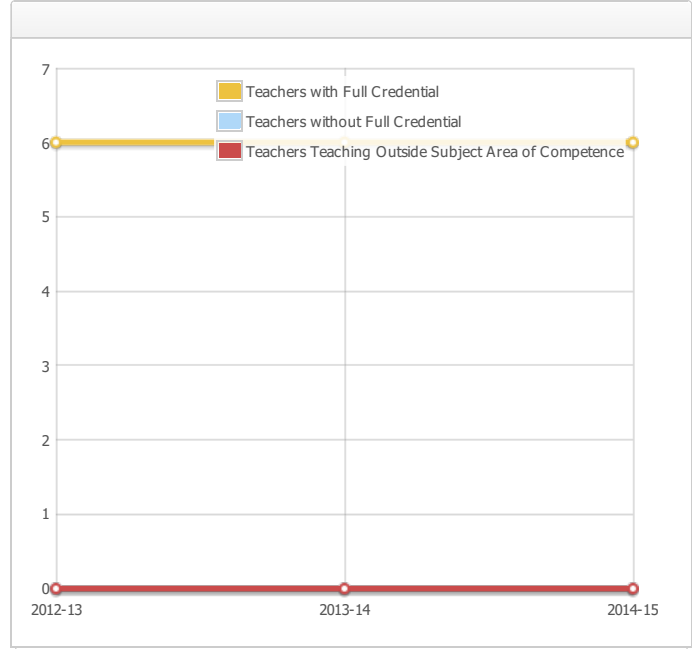
State Priority: Basic

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

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

Teacher Credentials

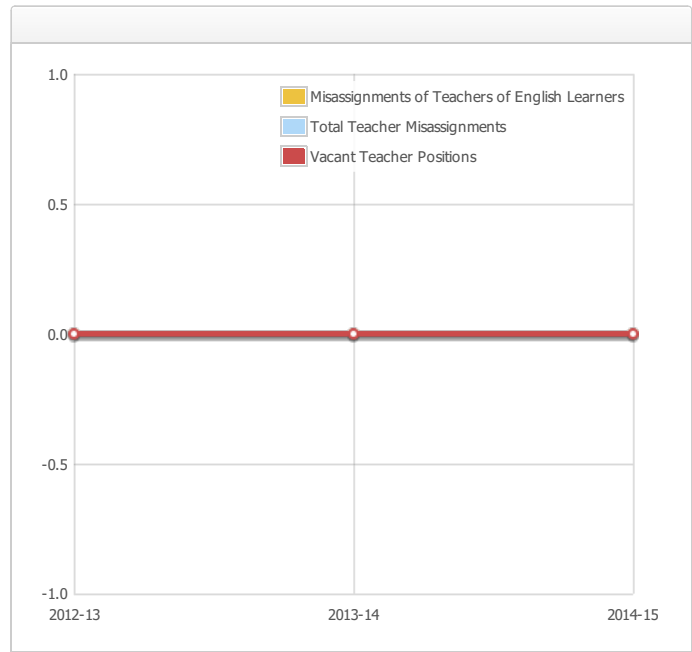
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	6	6	6	506
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9



Last updated: 1/22/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/22/2015

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

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: 1/22/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill 2011)	Yes	0.0
Mathematics	enVision Math CA Edition (Scott Foresman 2008)	Yes	0.0
Science	California Science (MacMillan/McGraw-Hill 2008)	Yes	0.0
History-Social Science	History/Social Science, K-5 (Houghton Mifflin 2007) Ancient Civilizations CA Edition, Gr. 6 (Glencoe 2006)	Yes	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: 1/22/2015

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA, 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed

Repairs are needed where specified below.

Corrective Actions Taken or Planned

All items identified below have been repaired or are planned to be repaired through our district work order process.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 26-28 – check damper. Increase fresh air rooms 5-7, 18 check damper.
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Room 5-7, 18 check damper. Rooms 12 and 13 peeling paint on fascia. Room 24 – door paint peeling. Rust on eave Room 27.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Asphalt needs to be replaced at kindergarten playground and playground near room 26.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/27/2015

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	53	64	67	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/22/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	67
Male	
Female	67
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	70
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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	69%	67%	65%	54%	57%	56%	54%	56%	55%
Mathematics	68%	71%	70%	47%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	48%	50%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/22/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	7	7
Similar Schools			1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/22/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	B	5	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White		-9	5
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
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: 1/22/2015

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.0%	16.0%	24.0%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Last updated: 1/22/2015

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

The ACE program was founded on the principle of parent participation. The California Code of Education allows for alternative programs that require parent volunteer hours (Cal. Code of Ed. 51120-51121(a-e); 58500-58512; see Appendix, Exhibit 2); the ACE Charter School requires families to commit to volunteering for the school. In order to assist all families with meeting this requirement, ACE has a committee (PCC) whose function is to help families find ways to earn their volunteer hours. Many of the programs at ACE (Multicultural Day, Service Club, parent led activities) require work to be done both inside the classroom and out. PCC ensures that all families are provided with opportunities to earn ACE hours and become an integral part of the school. The family hours commitment is broken down as follows: 1 child = 8 hours per month; 2 children = 10 hours per month; 3 children – 12 hours per month (maximum).

State Priority: Pupil Engagement

Last updated: 1/22/2015

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

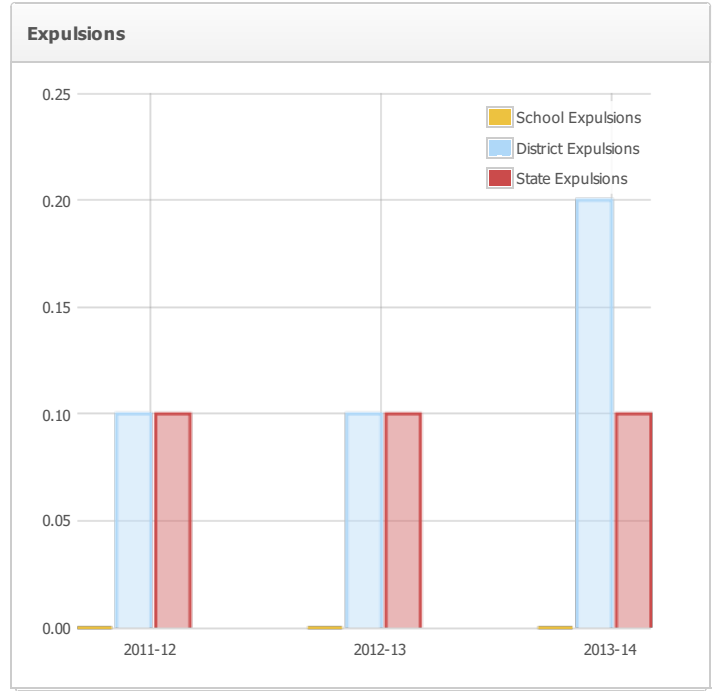
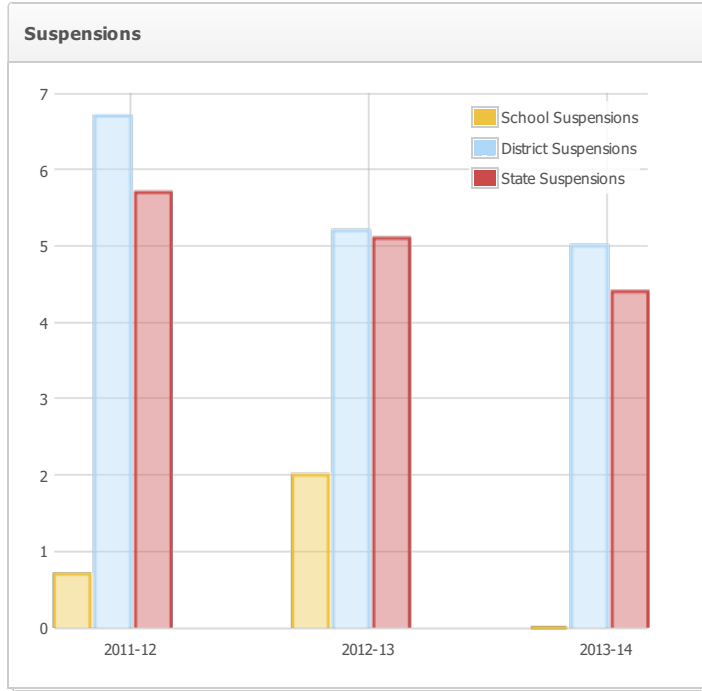
- High school dropout rates; and
- High school graduation rates.

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.70	2.00	0.00	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/22/2015

School Safety Plan - Most Recent Year

ACE Charter School has an on-going safety plan that is reviewed and updated annually. Safety is maintained through planned fire and earthquake drills, close playground supervision, classroom and assembly instruction, reminders of rules and safety procedures and other sources deemed necessary before and as the need arises. A small committee meets bi-monthly to discuss the plan and school needs. Discussions are held at staff meetings, when necessary. A copy of our Safe School Plan is available in the school office.

Last updated: 1/22/2015

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Last updated: 1/22/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/22/2015

2011-12		2012-13			2013-14							
Grade Level	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	28.0	0	1	0	13.0	1			14.0	1		
1	28.0	0	1	0	14.0	2			14.0	1		
2	26.0	0	1	0	15.0	1			28.0		1	
3					15.0	2			15.0	1		
4	26.0	0	1	0	15.0	2			14.0	2		
5	30.0	0	2	0	14.0	1			13.0	2		
6					16.0	1			14.0	1		
Other												

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

Last updated: 1/22/2015

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)	0.5	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 1/22/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	\$59	\$4,364	\$69,135
District	N/A	N/A	\$5,613	\$61,732
Percent Difference – School Site and District	N/A	N/A	22.30%	10.70%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	7.00%	0.30%

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

Last updated: 1/23/2015

Our Response to Instruction and Intervention (RTI) utilizes a tiered learning support system to assist students in the areas of attendance, health, academics and behavior to support learning and remove barriers. We have a 20% RTI coordinator who assists in these areas.

In addition to the regular program, a Resource Support teacher for students in Kindergarten through sixth grade with an IEP is available, one part time psychologists, 2 part time Speech Therapists, part time occupational therapist, part time college intern counselor, and health clerk provide necessary services to our students.

SAT and Student Study Teams, composed of regular education teachers, specialists, RTI coordinator, parents and administrator, meet several times per month to discuss students referred by classroom teachers who are experiencing learning, behavior or attendance difficulties and/or not working up to academic potential.

Total Unrestricted Expenditures \$606,617.42

Instruction \$452,199.44

Noon Supervisor \$8,300.86

Staff Development \$163.51

Instructional Media & Library \$8,076.69

School Administration \$74,482.55

Health Services \$3,352.24

Operations \$19,940.92

Operations - Buildings \$40,101.21

Total Restricted Expenditures \$8,134.81

Lottery - Instructional Materials \$3,912.31

Common Core \$4,222.50

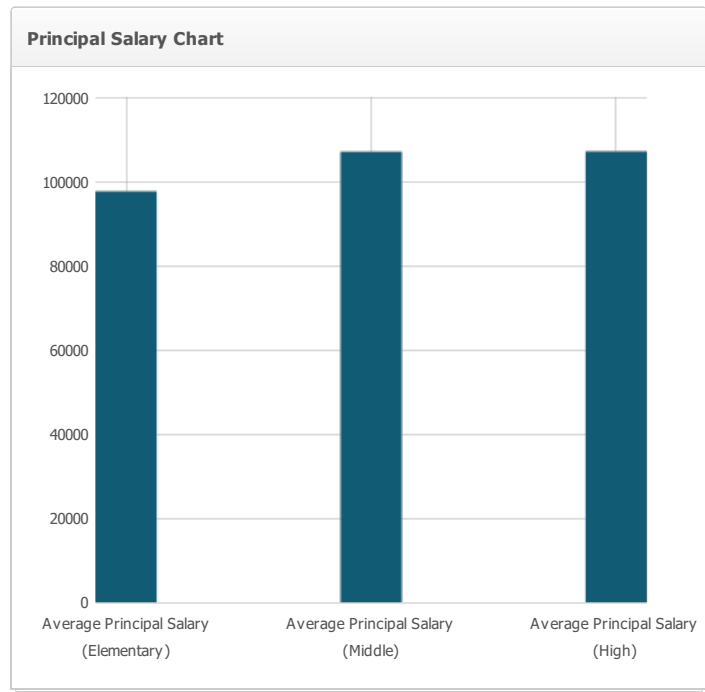
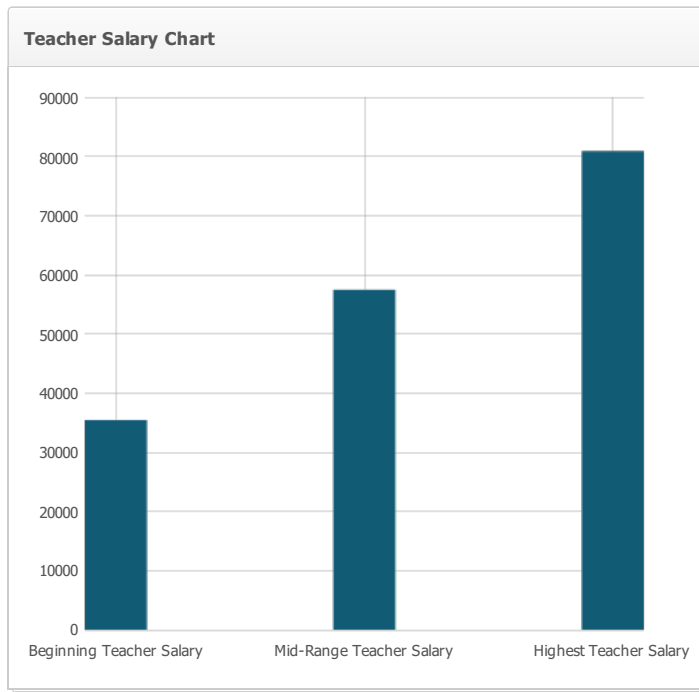
Last updated: 1/29/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,433	\$41,318
Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624

Average Principal Salary (High)	\$107,104	\$121,455
Superintendent Salary	\$31,020	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/23/2015

Professional Development – Most Recent Three Years

Vacaville Unified School District (VUSD) provides professional development opportunities for teachers at all stages of their careers. Peer Assistance and Review (PAR), Beginning Teacher Support and Assessment (BTSA), and Title II of the No Child Left Behind Act are the primary funding sources.

VUSD has implemented the Common Core State Standards (CCSS). The teachers have received training in the implementation of the math standards for the past two years. This year they have received training the ELA standards. SB 472 funds have been utilized to train many VUSD teachers in the areas of reading and mathematics. Elementary principals have received training in reading due to an AB 430 grant. Other areas of professional development include Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, and training for Special Education teachers.

At ACE, we continue to focus staff development on Professional Learning Communities and EDI (Explicit Direct Instruction). 80% of the staff has attended and Professional Learning Communities Summit in 2010-2011. 100% of the staff has been officially trained in EDI in a two-day training presented by a company consultant in 2011.

Staff has received multiple in-services on English Language Development by the site level administrator, site level ELD coach, and district ELD staff. They are supported with on-going staff development by site administration and site and district coaches.

Last updated: 1/22/2015