

Architecture, Construction & Engineering Charter High (ACE)

570 Airport Way • Camarillo, CA 93010 • 805-437-1410 • Grades 9-12

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**2017-18 School Accountability Report Card
Published During the 2018-19 School Year**



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570 Airport Way
Camarillo, CA 93010
805-437-1410
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District Governing Board

Tony Skinner
Gary Cushing
Richard Niday
David Carlson
Rojelio Vasquez
Mike Vollmert
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District Administration

School Description

Architecture, Construction, and Engineering Charter High School (ACE) is a single 9-12 district/ direct funded charter high school located in Ventura County in the Camarillo Airport Ventura County Office of Education complex. ACE is located in a building owned by the Ventura County Office of Education and serves the needs of students from all over Ventura County but primarily students from the Oxnard Union High School District, which is the chartering LEA. The pupil population is 52% Hispanic or Latino, 40% White (not Hispanic), 4% African American, 2% Asian, and 2% Other. 44% percent of the pupils qualify for free/reduced meals. 6% are English Language Learners. 13% of the pupils have an IEP and are receiving special education services. 80% of students are bused to the school from Oxnard, Camarillo and Ventura.

The school employs 11 full time teachers and 2 part time teachers for the 2015-16 school year. There is also a full time Special education teacher and Para Educator that are assigned to the school but employed by OUHSD. All teachers hold the appropriate credentials and have met the requirements to be "highly qualified" by NCLB requirements. Administration consists on a full time principal/ director. We have 2 full time office personnel and a full time counselor.

The impetus for ACE High School came from the research that identified the construction trades in Ventura County as a strong labor market need that has high student interest and provides diverse post-secondary options. Employers are having a difficult time hiring people with academic and technical/mechanical skills and analytical problem solving ability. ACE will provide students the opportunity to learn in context and explore construction related careers through hands on curriculum that prepares for direct entry to college, apprenticeship programs or a career.

ACE serves a heterogeneous group of 185 students in grade 9 through 12 in 2015-16. The student's backgrounds should represent the heterogeneity found in the population of Oxnard Union High School District, which draws its students from widely varied feeder schools, districts and cities ranging in a diverse socioeconomic background.

Mission

The mission of the Architecture, Construction and Engineering (ACE) High School is to provide high school students an alternative educational opportunity to explore construction, architecture, and engineering related careers through rigorous contextual, hands-on, curriculum that prepares students for direct entry into college, professional apprenticeship programs, or a career.

Vision

The vision of ACE High School is to increase student achievement and prepare students for life after high school. ACE High School will provide a performance-based learning environment where students are empowered to make informed choices for post secondary options in the fields of architecture, construction, and engineering. Conceived by professional educators representing the Oxnard Union High School District, the Ventura County Office of Education, representatives from industry, trade unions, and community college advisers, ACE High School will immerse students in a rigorous standards-based learning environment that will capture their interests in architecture, construction and engineering related careers. Curriculum will be performance-based and integrate career and technical courses with applied academic courses.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	89
Grade 10	62
Grade 11	53
Grade 12	31
Total Enrollment	235

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.0
Asian	1.3
Filipino	1.3
Hispanic or Latino	56.2
Native Hawaiian or Pacific Islander	0.9
White	29.4
Socioeconomically Disadvantaged	52.8
English Learners	4.3
Students with Disabilities	13.2
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Architecture, Construction & Engineering	16-17	17-18	18-19
With Full Credential	2	3	1
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	0	0	0
Architecture, Construction & Engineering	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Architecture, Construction &	16-17	17-18	18-19
Teachers of English Learners	1	1	1
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: 10/10/17	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	The Odyssey Hamlet Lord of the Flies Beowulf The Road No Country for Old Men Big Sleep American Gothic Tales One Flew Over the Cuckoo's Nest Handmaid's Tales 20th Century Ghosts Different Seasons The Stand Death of Ivan Illyich Lord of the Rings Haunting of Hill House Metamorphosis The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson Integrated Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	na
Health	na
Visual and Performing Arts	na
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2013		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2013		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	53.0	56.0	50.0	47.0	48.0	50.0
Math	13.0	26.0	29.0	29.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	48	100.00	56.25
Male	32	32	100.00	46.88
Female	16	16	100.00	75.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	27	27	100.00	48.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	73.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.00	30.43
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	46	95.83	26.09
Male	32	30	93.75	30
Female	16	16	100	18.75
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	27	26	96.3	15.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.33	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.55
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

ACE Charter High School has a Parent Organization established September 2016, as their own 501c-3. We have 4 officers and regular members attend monthly meetings held in room 1 at 6pm on the first Tuesday of every month. This free association is open to all parents of ACE students. Parents are also active members of the school's robotics team, as well as take part in career week, internship offerings, college info sessions, and open school events. All parents interested should contact ACE at 805-437-1412 for more information as to how to become active with our school.

State Priority: School Climate

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

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

School Safety Plan

Fire Drill/Earthquake/Lock-in/Shelter-in Evacuation Procedures

Universal Norms:

- 1) Each classroom has a procedure folder with class roster information, drill procedures, and other evacuation policies. It is the teacher's responsibility to have this folder with them at all times during a drill.
- 2) In the event of a campus evacuation of any type, the school-wide evacuation gathering point is the location that all classrooms should evacuate to. In the event that that site is in any way compromised, your campus administration will establish a new location.
- 3) Once at the evacuation gathering point, all teachers are to line-up their classes in signal file rows. The teacher is to manage his or her class during this time and each teacher is responsible for completing the ACE Evacuation Attendance Form as quickly as possible.
- 4) Once evacuated from the campus building, all teachers are to record on the ACE Evacuation Attendance Form missing or absent students. Once this form is completed, it is the teacher's responsibility to give this form to campus administration.
- 5) Once all ACE Evacuation Attendance Forms have been collected by campus administration, and once the campus is secured by administration, an announcement will be made to re-enter the building. At that point, all teachers are to escort their classes back to class.
- 6) All campus personnel and teachers without an in-session class are to exit the building and gather at their corresponding gathering point with the rest of the school. No one is to remain in the building during a campus evacuation.
- 7) If a drill is called during non-class hours, students are to report to the following locations:
 - Before School: 1st Period Class
 - Lunch/Passing Period: Last Class
 - After School: Last Class

For Fire Drills:

- 1) In the event of a fire drill, the school-wide emergency alarm will sound. All teachers are to escort their class to the evacuation gathering point.
- 2) All classes are to exit the school through their specific color-coded exit door. Classes are to be organized in a signal fill line and each class must stay together during the entire drill.
- 3) Classes are to line-up at their respective gathering point and to await further instructions. Teachers are to complete the ACE Evacuation Attendance Form and to await directions from administration.
- 4) Once the all-clear is given, each teacher is to escort his or her students back to class.

For Earthquake Drills:

- 1) In the event of an earthquake, the school-wide emergency alarm will sound. If the emergency alarm is compromised, all classes are to complete the drill as defined below regardless of the alarm system.
- 2) During the first 2 minutes of a drill, or until the earthquake has stopped, all students and staff are to perform the Duck-and-Cover safety drill.
- 3) When it is safe, a second earthquake alarm will sound, instructing all buildings and classrooms to be evacuated immediately. All teachers are to escort their class to the evacuation gathering point.

4) All classes are to exit the school through their specific color-coded exit door. Classes are to be organized in a signal fill line and each class must stay together during the entire drill.

5) Classes are to line-up at their respective gathering point and to await further instructions. Teachers are to complete the ACE Evacuation Attendance Form and to await directions from administration.

6) Once the all-clear is given, each teacher is to escort his or her students back to class.

Lock Down Drill:

1) An announcement will be made over the loud speaker stating the campus is having a lockdown. This means that absolutely no one is allowed in or out of your classroom at anytime. If you have a student returning from the restroom, you may allow them in, however no one is allowed to leave for any reason.

2) Each classroom door has color-coded cards to cover classroom door windows. These cards will indicate the situation of each class.

- Green = Everything is ok and you have your class under control.
- Red = You have a situation where you need assistance from a supervisor during the drill.
- Red/white Cross = You have a student who needs immediate medical attention

3) During this time, all teachers are to lock all classroom doors, close classroom blinds, and cover all classroom door windows with the appropriate color-coded card.

4) In the event of an on-campus event, all classroom lights are to be turned off. Everyone within the classroom is to remain silent at all times. No one is to be allowed to enter your classroom.

5) All teachers and staff are to remain inside their classrooms at all times. No one is allowed to leave or enter your room until an announcement stating that the lock down is over.

Shelter-in Drill:

A shelter-in drill is a drill where students are to be brought into the main campus building during either non-classtime hours (ie. before school or during lunch) or in the event of an external campus event. Classes will be run as normal, however no one is allowed to exit the building for any reason.

1) An announcement will be made over the loud speaker stating the campus is having a Shelter-in drill. This means that absolutely no one is allowed to exit the campus building at anytime and no one is allowed to enter the campus building during the shelter-in grounds.

2) Teachers and students who have class in the campus portables will enter and exit the campus building through room 9. Portable and room 9 teachers will supervise these student transfers.

4) All teachers, staff, and students are to remain inside the building at all times. No one is allowed to leave or enter the campus building until an announcement stating that the shelter-in is over.

ACE Evacuation Attendance Form

Student Absent or Missing

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.9	1.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.9	6.3	5.2
Expulsions Rate	0.5	0.2	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	183

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	17.0	25.0	30.0	10	3	1	1	4	5	1	1	2
Mathematics	32.0	31.0	34.0				2	3	3	3	2	3
Science	25.0	26.0	25.0	1	2	3	5	3	4		1	1
Social Science	18.0	27.0	27.0	6	2	1	3	3	5	1	2	

* 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.

Professional Development provided for Teachers

Primary/major areas of focus for staff development are common core fusion, questioning, CHAMPS training, Project Based Learning, unit mapping and curriculum development, and differentiating instruction - all of which were derived from staff inquiry and state mandated changes.

Every Friday, staff has common collaboration meeting time from 1:15pm to 3:15pm throughout the entire school year. Staff has an additional collaboration period, built into their every day schedule.

In addition to informal and formal observations conducted throughout the school year, ACE has contracted three instructional specialists to work with teachers on the categories mentioned above monthly, throughout the duration of the school year. ACE additionally has a collaboration period factored into each teacher's schedule, and all teacher's taking part in the International Baccalaureate program are trained annually to meet IB requirements.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,785	\$50,747
Mid-Range Teacher Salary	\$96,547	\$86,127
Highest Teacher Salary	\$104,556	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$153,583	\$150,286
Superintendent Salary	\$220,420	\$238,058
Percent of District Budget		
Teacher Salaries	35.0	34.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,986	\$123	\$6,864	47,540
District	◆	◆	6,864	\$89,533
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			46.4	-34.2

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Architecture, Construction &	2014-15	2015-16	2016-17
Dropout Rate	17.5	0.0	9.5
Graduation Rate	80.0	100.0	85.7
Architecture, Construction &	2014-15	2015-16	2016-17
Dropout Rate	9.4	8.3	7.1
Graduation Rate	82.1	83.7	85.6
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	187
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	1	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	1	◆
Social Science	2	◆
All courses	4	28.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	97.3	86.0	88.7
Black or African American	100.0	86.1	82.2
American Indian or Alaska Native	0.0	87.5	82.8
Asian	0.0	97.6	94.9
Filipino	0.0	96.1	93.5
Hispanic or Latino	100.0	83.7	86.5
Native Hawaiian/Pacific Islander	0.0	95.2	88.6
White	95.8	94.1	92.1
Two or More Races	100.0	89.5	91.2
Socioeconomically Disadvantaged	100.0	85.1	88.6
English Learners	0.0	59.3	56.7
Students with Disabilities	75.0	66.4	67.1
Foster Youth	0.0	54.6	74.1

Career Technical Education Programs

ACE Charter High School has 4 pathways for CTE courses. The first is Construction, which includes 2 courses articulated with Ventura College, and lead to an International Baccalaureate Career Diploma, which is the only program in the USA. The second is Architecture, and includes 2 courses articulated with Ventura College, and leads to an International Baccalaureate Career Program diploma. The third is Engineering, and includes 2 courses that are Project Lead the Way classes, and leads to an International Baccalaureate Career Program diploma. The last is Computer Science, which has 2 courses within that pathway as well, incorporates Project Lead the Way curriculum for both courses, leads to an International Baccalaureate Career Program diploma, and has a nationally recognized robotics team within the FIRST Organization. All students take a two year Make Space class, which covers the foundation and basics of all 4 pathways, giving students exposure to all areas of our CTE focus.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.