

Accelerated Charter Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

DataQuest

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

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.

Karin Figueroa, Principal

Principal, Accelerated Charter Elementary

About Our School

The Accelerated Charter Elementary School (ACES) features a distinctive dual language immersion model—the only one of its kind in Los Angeles! Established in 2004, ACES provides 50 percent of classroom instruction in Spanish and 50 percent in English. This specialized curriculum enables students to simultaneously develop both English and Spanish literacy skills. It is within this unique, academically challenging environment that students in grades K-6 learn from each other in a project-based setting.

ACES uses the Gomez & Gomez Dual Language Enrichment model, enabling students to develop English and Spanish language skills, as well as important self-expression and multicultural skills. In addition, ACES teachers attend specialized workshops at Inner City Arts to gain meaningful strategies for incorporating visual and performing arts into the classroom curriculum.

Continuing partnerships between ACES, The American Heart Association and the Lorax Teaching gardens, as well as with the USC Viterbi School of Engineering, enable students to work on problem solving and sustainability issues.

Additional support is provided through after-school tutoring for students who may need help in English, Language Arts/Spanish Language and Arts/Math.

Each of these factors help ensure students are prepared for greater participation in the larger Los Angeles community—and, ultimately—a wider range of options in the bilingual, bi-cultural workforce of the future.

Principal's Comment

As the incoming Principal of ACES, I'm excited to join an active, welcoming community of teachers and parents who are proud of the school's history and distinctive dual language immersion program.

Working closely with our teachers and parents, I'm passionate about cultivating a lifelong culture of learning, and continuing to provide the kind of education our students deserve in an environment that is both academically challenging and culturally rich. I hope to build upon this diverse community to ensure that our students continue to feel connected and belong.

ACES' approach is close to my heart and mirrors my own work history. As a fully bilingual and bicultural teacher and administrator, my education and professional career have prepared me to take on this challenge and to help lead the

ACES community into the future

Contact

*Accelerated Charter Elementary
3914 South Main St.
Los Angeles, CA 90037-1253*

Phone: 323-846-6694

Email: kfiqueroa@accelerated.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	
Email Address	
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Accelerated Charter Elementary
Street	3914 South Main St.
City, State, Zip	Los Angeles, Ca, 90037-1253
Phone Number	323-846-6694
Principal	Karin Figueroa, Principal
Email Address	kfigueroa@accelerated.org
Website	http://accelerated.org
County-District-School (CDS) Code	19647330100743

Last updated: 1/31/2020

School Description and Mission Statement (School Year 2019—20)

For more than 25 years, The Accelerated Schools (TAS) have embraced a commitment to academic excellence and achievement guided by the belief that all students can excel when nurtured in a school environment that combines high expectations for students, and active involvement from parents and the community.

TAS prepares students with the foundational knowledge, tools and skills needed to be productive, engaged citizens and lifelong learners. Our goal is to instill from an early age the important academic and character strengths that will help them succeed in college, career and life.

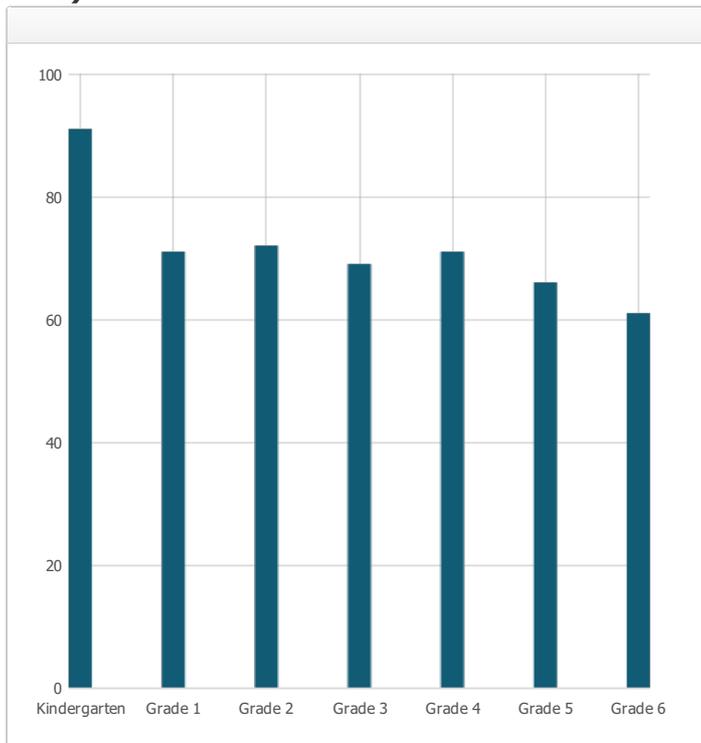
We believe TAS enriches the lives of students and their families through a mix of academic, cultural, and community-focused programming and has been instrumental in transforming the South Los Angeles community.

The Accelerated Schools will graduate students who are prepared to succeed at the university and career of their choice who will enter the workplace as informed and productive employees, entrepreneurs, community leaders, and will act as responsible citizens

Last updated: 1/31/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	91
Grade 1	71
Grade 2	72
Grade 3	69
Grade 4	71
Grade 5	66
Grade 6	61
Total Enrollment	501



Last updated: 1/31/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.20 %
American Indian or Alaska Native	0.40 %
Asian	%
Filipino	%
Hispanic or Latino	98.40 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.20 %
English Learners	35.90 %
Students with Disabilities	10.00 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

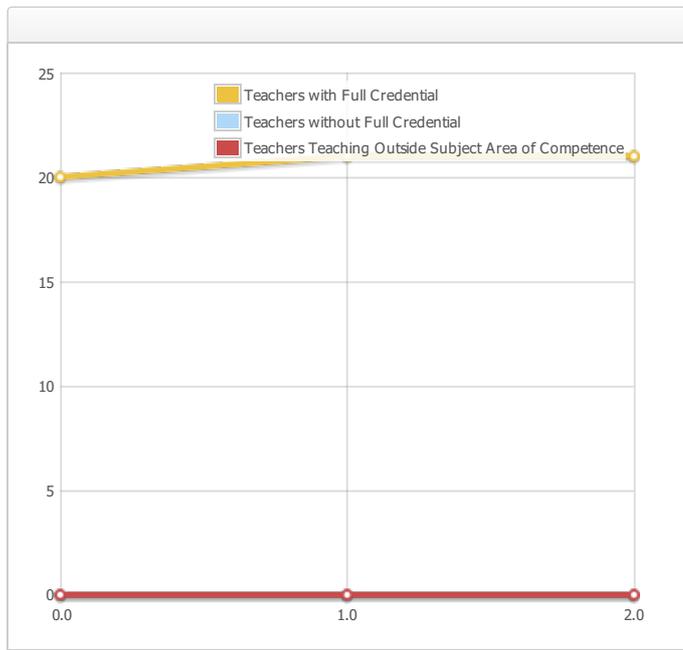
State Priority: Basic

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

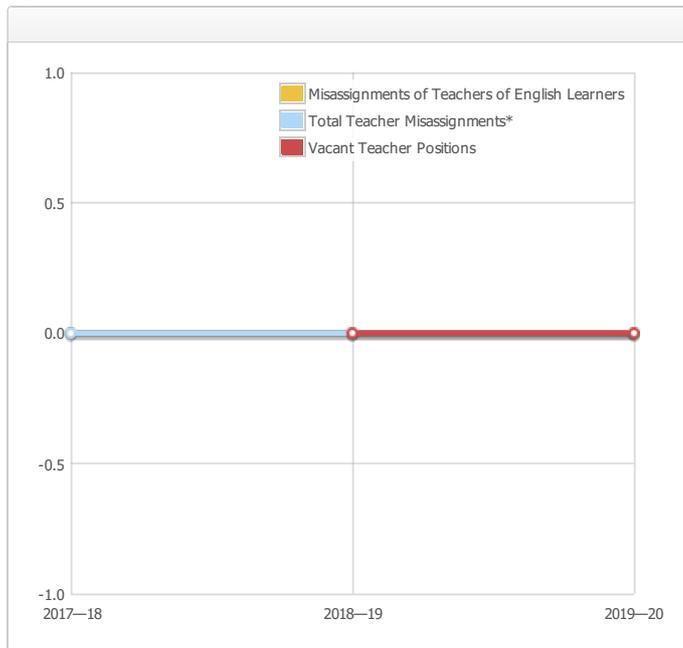
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	20	21	21	21054
Without Full Credential	0	0	0	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions		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: 1/31/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw -Hill Wonders/Maravillas (2016) Wonders Works Intervention (2016) Wonders for English Learners (2016)	Yes	0.00 %
Mathematics	Engage NY / Eureka Math 2015	Yes	0.00 %
Science	Foss 2009, McGraw Hill, Treasures/Tesoros 2010 (However the school has adopted a new science program beginning in the 2020-21 school year - McGraw-Hill)	Yes	0.00 %
History-Social Science	Harcourt Brace, Reflecciones, 2009		0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

The school conducts semi-annual maintenance projects such as painting, waxing floors and cleaning carpets. The Accelerated Schools and ACES have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place. The Accelerated Schools and ACES ensures that staff receives annual training on the school's health, safety, and emergency procedures, and maintains a calendar form and conduct, emergency response drills for students and staff. Periodic reviews and modifications are made as necessary in regards to the Health, Safety and Emergency Plan, and it is readily available for use and review upon request. The school will comply with the Healthy Schools Act, California Education Code Section 17608 and the school, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

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

Last updated: 1/31/2020

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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	47.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	32.0%	37.0%	32.0%	34.0%	38.0%	39.0%

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.

Last updated: 1/31/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	263	262	99.62%	0.38%	46.56%
Male	129	128	99.22%	0.78%	44.53%
Female	134	134	100.00%	0.00%	48.51%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	262	261	99.62%	0.38%	46.74%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	260	259	99.62%	0.38%	46.72%
English Learners	159	158	99.37%	0.63%	35.44%
Students with Disabilities	34	33	97.06%	2.94%	12.12%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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.

Last updated: 1/31/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	263	262	99.62%	0.38%	37.02%
Male	129	128	99.22%	0.78%	39.84%
Female	134	134	100.00%	0.00%	34.33%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	262	261	99.62%	0.38%	37.16%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	260	259	99.62%	0.38%	37.07%
English Learners	159	158	99.37%	0.63%	25.95%
Students with Disabilities	34	33	97.06%	2.94%	15.15%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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.

Last updated: 1/31/2020

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

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/31/2020

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	--	--	--
9	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/31/2020

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 2019—20)

ACES holds monthly parent meetings where families meet in two key ways:

- Parents meet with their child's teacher to receive information about grade level academic standards, their child's learning progress, social-emotional well-being, classroom activities and ways to support learning at home. All our teachers are bilingual and can communicate directly with parents.

- Families gather for larger whole group presentations where text and or speaking points are translated. Topics that address school readiness, test preparation, healthy living, community safety and awareness, and parenting, provide families with tools to be successful in their home and school life.

- School Site Council (SSC) and English Learning Advisory Council (ELAC) for parent advisement of categorical programs

- Vibrant Culture of Volunteerism: Parents volunteer inside and outside of the classroom as a way to support their child's education at school and at home.

State Priority: Pupil Engagement

Last updated: 1/31/2020

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.20%	0.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

At ACES we believe that discipline is not about punishment, but rather about behavior modification and the development of personal responsibility.

Students experience various developmental stages during the growing years. The school community is an informed community, which cultivates among its staff, an understanding of age appropriate behaviors. In order to support personal responsibility and positive social interactions school-wide, ACES has developed a school wide plan for positive discipline and support.

Together, students, staff and families will build a foundation that students will need order to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members. In order for philosophy to be truly effective, there must be continuity in the home environment. We have included a Family Discipline Agreement, which we expect to be signed and practiced by each of our families.

Statement and Purpose: "We in the ACES community commit to create a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that power learning will take."

Components of ACES School-Wide Plan for Proactive Behavior Support: With the understanding that individual behavior has both personal and public outcomes, we have developed this discipline policy to facilitate a common understanding among our school community of certain goals and responsibilities for success. The policy includes key elements that staff will implement to support positive behaviors:

- Guiding Principles and Clear Expectations for student behavior
- Effective Classroom Management and teaching of social skills
- Interventions with partnerships between of faculty, students, and families

Last updated: 1/31/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	3	
1	20.00	1	2	
2	20.00	3		
3	23.00		3	
4	32.00		2	
5	27.00		2	
6	27.00		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	1	3	
1	24.00		3	
2	23.00		3	
3	24.00		3	
4	36.00			2
5	33.00		1	1
6	27.00		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	1	3	
1	20.00	1	2	
2	24.00		3	
3	23.00		3	
4	36.00			2
5	33.00		1	1
6	31.00		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.30
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

*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: 1/31/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7436.00	\$1986.00	\$5450.00	\$56242.00
District	N/A	N/A	--	\$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

ACES will provide the necessary support to ensure that students meet standards, including:

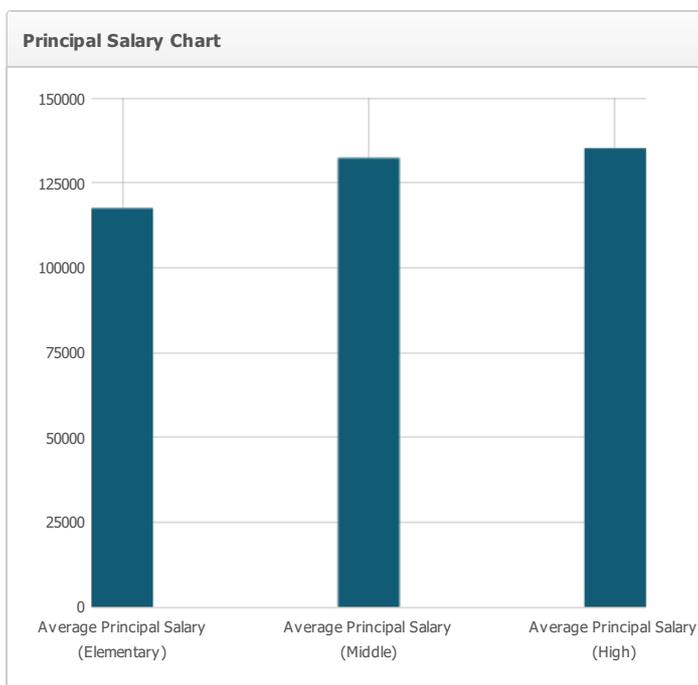
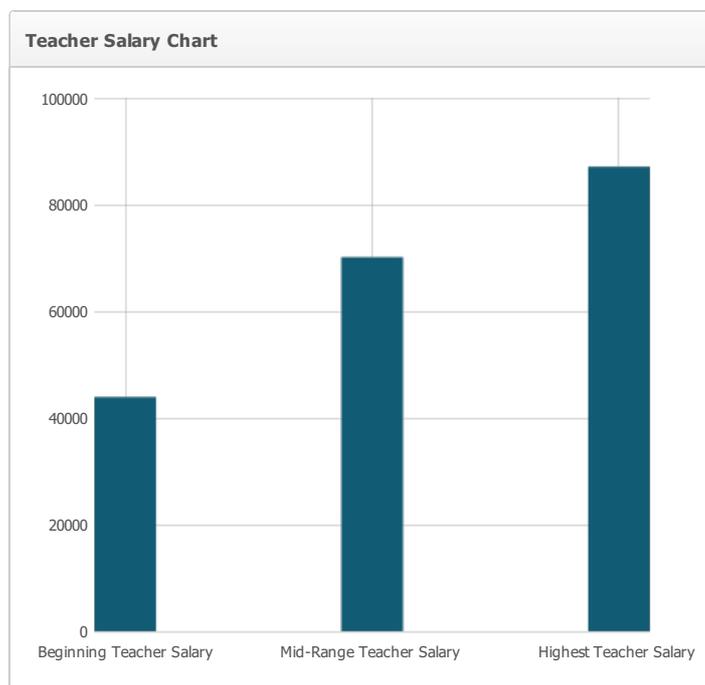
- Before & After school tutoring
- Behavior modification plans
- Student Success and Performance Teams (SSPT)
- Counseling services
- special education program
- Mentoring
- parenting classes
- afterschool enrichment (ASES)
- Community partnerships (USC Viterbi School of Engineering, Ginga Arts (Capoeira), LAPD)

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/31/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	15	15